

0175-20 Level 2 Technical Certificate in Floristry

2024

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

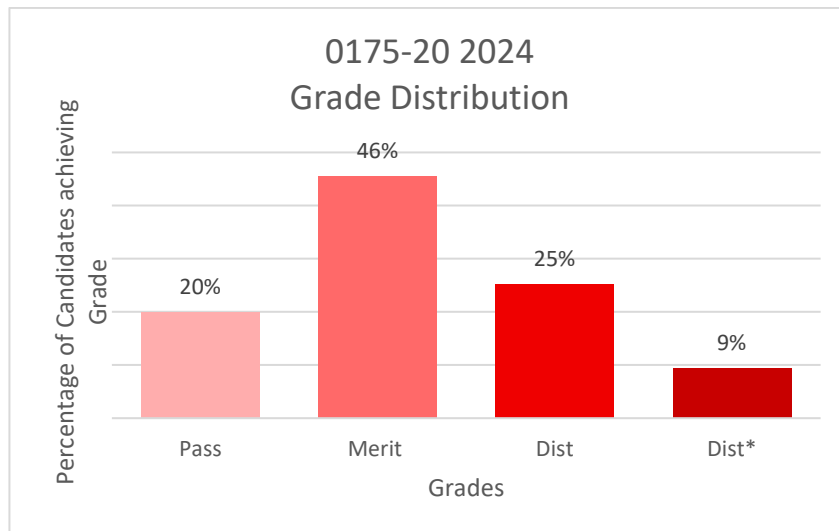
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2024 academic year. It will explain aspects which caused difficulty and potentially why these difficulties arose.

The document provides commentary on the following assessments:

- 0175-521 Level 2 Floristry – Theory exam
 - March 2024 (Spring)
 - June 2024 (Summer)
- 0175-022 Level 2 Floristry – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



The data is based on the distribution as of 21/08/2024.

Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

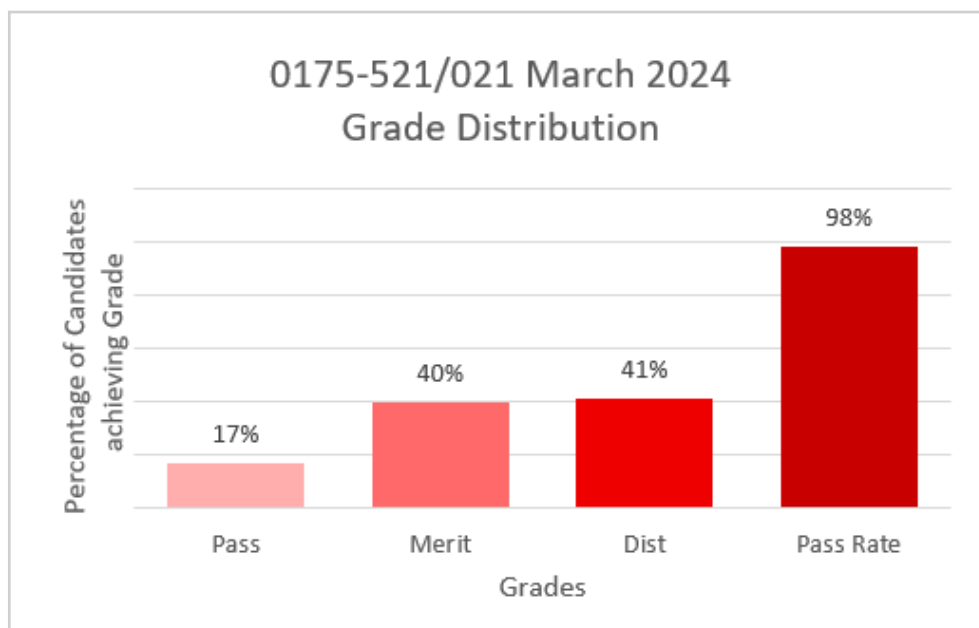
Grade Boundaries

Assessment: 0175-521/021
Series: March 2024 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	50
Pass mark	23
Merit mark	30
Distinction mark	38

The graph below shows the approximate distributions of grades and pass rate for this assessment:

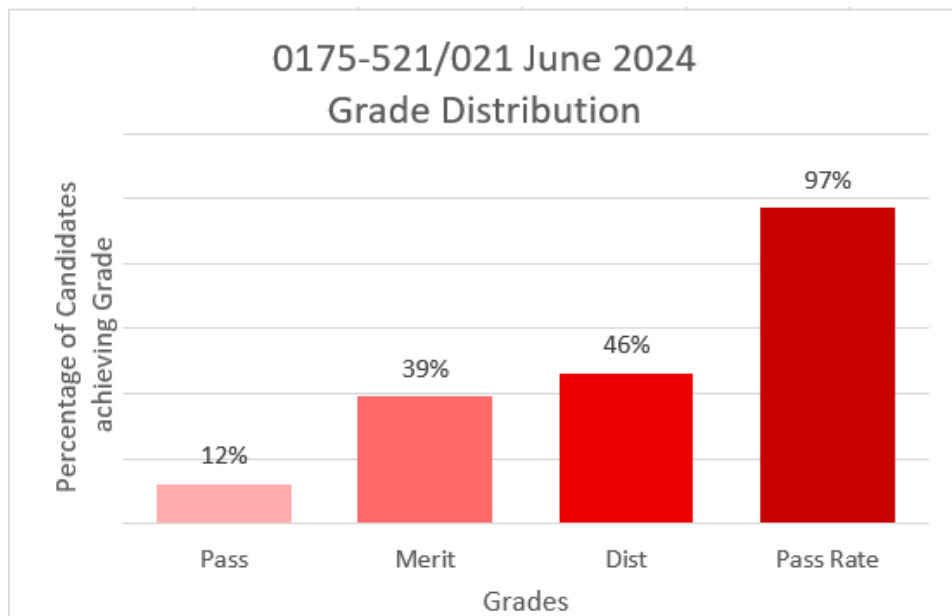


Assessment: 0175-521
Series: June 2024 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	50
Pass mark	23
Merit mark	30
Distinction mark	38

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

0175-521 Level 2 Floristry - Theory exam

Series 1 – March 2024

There was an improvement in candidate's overall performance compared to last year's paper. The majority of candidates demonstrated a good understanding of the questions in the paper and no question caused any significant confusion. Compared to previous series, the paper was deemed to be comparable, with an equal balance of images and statement questions, with the plant identification questions being of a similar demand.

Most candidates demonstrated a good recall of knowledge relating to design principles and customer service questions. Questions that could be related to regular practices of a junior florist within the industry were answered well, showing clear evidence of recall, understanding and application to practical work. Higher scoring candidates demonstrated the ability to recall knowledge across all areas and apply to a given scenario.

Six of the nine questions that required either true or false or selections of more than one statement were answered well. The question relating to colour harmonies would have been a challenge for some without the visual colour wheel.

Higher scoring candidates performed well on the AO4 questions that were linked to a scenario. Lower scoring candidates performed reasonably well in most of the AO4 questions, with marks lost due to not referring to the scenario and reading the question fully.

Some areas demonstrated weaknesses in both the knowledge and understanding questions related to working in the floristry industry, particularly the breadth and depth of understanding business practices. In addition to this, caring for and maintaining fresh materials was also an area where candidates missed opportunities to gain marks. Some candidates lost marks on the question relating to the identification of plant parts and their role.

It is clear centres are encouraging students to develop knowledge and understanding across all areas of the industry.

Series 2 – June 2024

Candidates performed similarly to the March 2024 exam, however, June 2024 candidates tended to show less depth to their responses in order to show understanding. A similar weakness was seen to March 2024 around caring for and maintaining fresh plant material. Depth of knowledge of botanical identification and processes continues to remain weak across all papers.

Most candidates demonstrated a good recall of knowledge relating to design principles and customer service questions. Questions that could be directly related to regular practices of a junior florist within the industry were answered well, showing clear evidence of recall, understanding and application to practical work. Statement questions that required true or false answers were also responded to well. Candidates were able to demonstrate clear understanding in questions relating to colour or the principles and elements of design.

Many lower, and some middle, scoring candidates demonstrated weaknesses in both the knowledge and understanding questions that related to Unit 202-Working in the Floristry Industry and Unit 204-Caring for and maintaining fresh materials. In particular, Unit 202 showed limited breadth and depth of understanding of business practices. Some candidates lost marks on the question relating to the identification of plant parts and their role.

The extended questions (AO4) were answered well by higher scoring candidates. Additionally, lower and middle scoring candidates performed reasonably well in most of the AO4 questions – this may have been due to the named peak period (Mother's Day), colour and trends. However, some candidate lost marks due to not referring to the scenario and reading the question.

Centres are encouraged to continue developing student knowledge and understanding across all areas of the industry, as all areas of the specification are liable to be assessed. The depth of knowledge of business practices along with plant identification, characteristics and specific needs must continue to be developed. Centres should also remind candidates to read questions accurately and refer back to the scenario for AO4 questions.

Centres are reminded of the City & Guilds Technicals '**Exam Guides**' available here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/floristry/0175-technicals-in-floristry#tab=information>

Synoptic Assignment

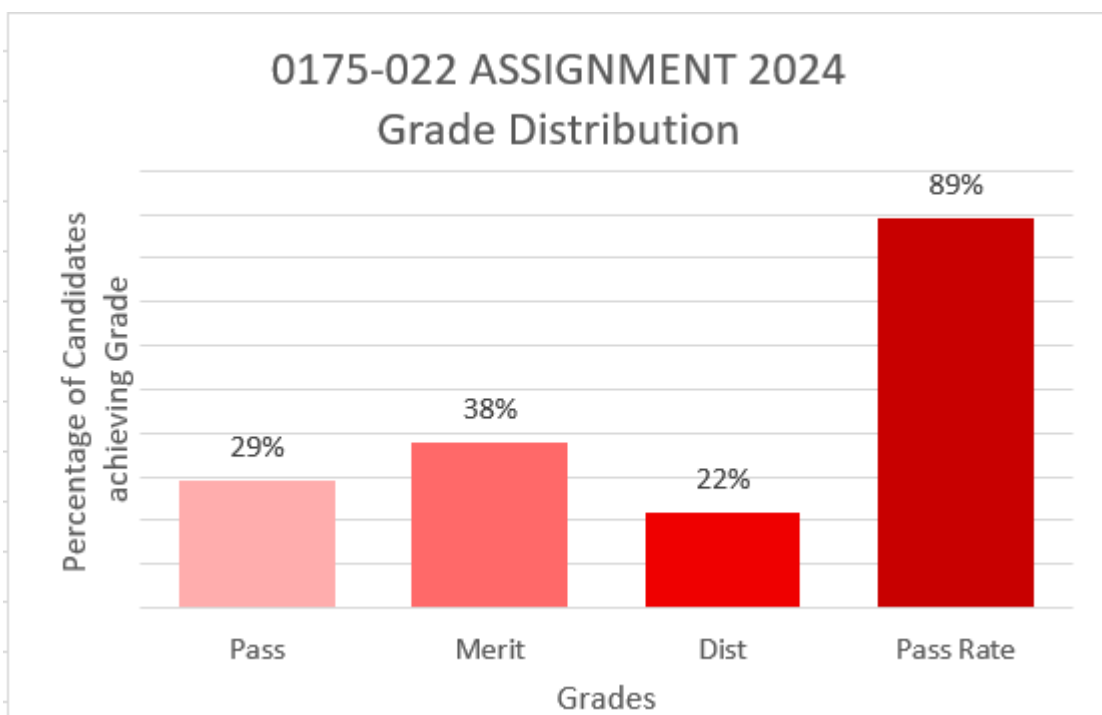
Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0175-022
Series: 2024

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

Assessment component: 0175-20-022

Series: June 2024

The Floristry Level 2 synoptic assessment consisted of two tasks; broken down into sub-tasks to produce both written and practical evidence. These tasks allowed candidates to demonstrate different levels of skills and understanding effectively for a junior florist. Some centres clearly read the 'Centre Guidance' that was included in the Synoptic Assignment, to prepare candidates with the necessary resources, guidance, and the evidence necessary to support the marks awarded. Candidates generally performed well against the stated outcomes of the synoptic assignment and most of the evidence generated was variable across the range of assessment outcomes. The presentation of most of the evidence was clear, legible, and justified the marks awarded by the assessors. Generally, PO forms and CRFs were detailed and gave a good insight into candidates' actions and behaviours, with the correct information in the correct AO.

Most assessors generated evidence which was generally good, and some centres made excellent use of the CFR and PO form from the assessment pack. Some assessors needed to provide a more detailed narrative linked to the terminology used on the marking grid, not only from the top section of the marking grid but break it down further to include 'Bottom of Band or 'Top of Band' for justification of marks awarded. Correct use of the band descriptors and additional evidence helped triangulate feedback and marks awarded for each candidate. This not only makes it personal to the individual learner; but allows for a broader sense of differentiation and more importantly helps with accurate marking. Training on correct completion of PO and CR forms during advisory visits have benefitted most centres and assessors are adding more detail on the forms; no forms were adapted or modified in any way, although some centres did comment on each task separately, especially on the PO forms and AO3, making extra work for the tutors.

Assessors' comments should back up evidence provided in the candidate's performance, justifying the quality and accuracy of the tasks, both written and practical; therefore, it is essential that the comments need to corroborate how well the candidate knew and understood the subject and how well they have applied their knowledge and skills to complete the tasks must be clear. Assessors must explain how the candidates have carried out the tasks, any decisions made within practical, and written evidence as part of their planning, justifications or evaluations, whether it was good practice or areas for development.

Most centres gave candidates the opportunity to access a range of resources, which allowed for differentiation, this reflected in the marks awarded and it was clear that most tutors allowed candidates to draw on their prior knowledge and were familiar with the format, exam conditions and their expectations. Majority of candidates knew what was expected of them, took responsibility and were able to work independently; clearly showing essential soft and transferable skills. The majority of candidates showed a logical thought process and explained reasons for reaching their decisions. Most of the justifications and evaluations had structure and included reasoning and covered all the principles and elements of design; however, some justifications read more like an evaluation that was completed after the design was constructed and evaluations lacked the connection between principles and elements of design.

All candidates should have access to IT for theory tasks, for neat, legible, and descriptive justifications, covering letters and evaluations. Candidates can also use IT to manipulate text to create self-calculated buying lists and images to create corporate logos for business stationary which can be used in industry and in retail situations.

Evaluation of tasks:

Task 1 was divided into three separate tasks, to simulate a 'real life' commercial order. The practical pieces would normally be completed in industry by a junior florist with some technical skill involved. Majority of the pieces seen by the moderator were of a good commercial standard and would pass the inspection by a senior florist, although some pieces seen by moderators were not of industry standard or commercially viable; wiring and taping in majority of centres need practice and the construction of tied designs lacked imagination, with basic design skills seen; however, some assessors deemed these designs as good and would be acceptable in industry. The written exercise included evaluating practical pieces against Principles and Elements of design; of which, the majority of reports were detailed and included excellent judgements for candidates to make their own decisions on where to improve on in future designs.

Some centres guided candidates to make 'research notes' on colour harmonies, designs schema and/or Principles and Elements of design, rather than research local charities, International Women's Day, drinks logos and botanical nomenclature suitable for the occasion; this was inappropriate as it gave the candidate an unfair advantage in the completion of evaluations and justifications. The Synoptic Assignment clearly states that tutors should check the notes for authenticity and that candidates should not digress from the topic. Candidates may use any information produced in the tasks, which only include sketches and pictorial evidence of completed designs.

Referencing must be documented for any research that was carried out to stop plagiarism. Excellent use of IT was seen in some centres where candidates had manipulated text and pictures to include company logos, which they can then go on to use if they are self-employed and/or freelance.

Task 2 was divided into two tasks, with research on the promotion of a new drink of the candidate's choice. This gave scope for candidates to be creative with designs, materials used, and justifications would be 'true to life' in a commercial scenario. This allowed for an extensive range of designs, which not only allowed for differentiation, but tested candidates' knowledge, skills and behaviours and the ability to bring it all together.

Research prior to construction did not have the detail expected, especially at higher levels; but on the whole the designs were produced to a satisfactory level, with some candidates producing designs that were not of a commercial standard or 'fit for purpose'.

Most cohorts generated evidence which was generally good, and tutors made excellent use of the PO and CR forms from the assessment pack; the presentation of most of the work was clear, legible, and backed up the marks awarded; however, some assessors lacked the knowledge and experience needed to provide more detailed narratives linked to the terminology used in the marking grid, correct presentation of candidates' evidence and quality photographs to justify marks awarded.

The Synoptic Assignment clearly states that tutors should check the notes for authenticity and that candidates should not digress from the topic. No word count for the evaluations, but learners should ensure they demonstrate all their knowledge and understanding of the P&E of design in the allotted time. Candidates may use any information produced in the tasks, which should only include sketches and pictorial evidence of completed designs. Some of the cohort had marks awarded which were over generous; especially against AO3, AO4 and AO5, compared to what the moderators saw on their visits, which questions whether the descriptions of weaknesses as well as strengths were accurately recorded.

Breakdown of assessment objectives

AO1 – Candidate evidence was generally good for this outcome, demonstrated primarily by the candidates themselves in sketches, plans and justifications, this made the allocation of band marks easy to differentiate and justify the marks awarded. Plant nomenclature was recalled in the majority of sketches, to include Genus and species, but lack of understanding in the application of the principles and elements of design was evident in over half the cohort; especially the recall of colour harmonies in relation to designs created.

AO2 – Understanding concepts and putting them into practice have been mainly good to excellent. All candidates have used prior knowledge to plan and carry out practical designs to a good standard. Full marks were awarded in a few centres but some of the links lack the clarity and depth needed for a perfect assignment.

AO3 – Moderation agreed that over half the centres marked their candidates' practical skills too high; photographic evidence supplied by most centres emphasised this disparity and as a consequence, the moderators could not agree with the marks awarded.

The standard of practical designs produced from centre to centre was vast; some tutors thought designs seen were 'good', whilst visits and moderation deemed them not commercially viable or 'fit for purpose'. Standardisation of practical designs to align against industry standards and commercial viability is essential across centres is essential.

AO4 – Good evidence was seen for this outcome contained in planning and evaluations, which linked concepts and theories, then applied them to practical skills to create designs; however, work needed on the application of underpinning knowledge, especially with regard to Principles and Elements of design, is essential as there were many disparities amongst the mid and lower bands.

AO5 – Most evidence for this outcome was acquired from the workmanship and presentation of the candidates sketches and practical skills. Little evidence was seen that covered the ability to amend any discrepancies to achieve a faultless outcome, but some centres submitted very clear evidence to show attention to detail which maximised marks for certain candidates.

Centres are asked:

- To include areas for improvement on the Candidate Record Form (CRF) unless the mark awarded is in the excellent band.
- To carefully check the addition of the total marks on the CRF.
- To annotate on candidate's work, incorrect statements and the quality of the work, e.g. areas which are good or lacking detail.
- When using dictation software to carefully check what has been typed.
- To upload all the forms and evidence as **one** document i.e. PDF.