Qualification title: 0175-30
Level 3 Advanced Technical Diploma in Floristry (540)

Test title: External test
Version: Sample for submission
Base mark: 80
Duration: 90 minutes

PLANT ID

<table>
<thead>
<tr>
<th>Cut flowers</th>
<th>Genus</th>
<th>Species/ cultivar</th>
<th>Natural season</th>
<th>Special treatment needs/ Significant characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amaranthus</td>
<td>caudatus</td>
<td>July-October</td>
<td>can be dried</td>
</tr>
<tr>
<td></td>
<td>Craspedea</td>
<td>globosa</td>
<td>Jan - June</td>
<td>long lasting</td>
</tr>
<tr>
<td></td>
<td>Gloriosa</td>
<td>rothschildiana na</td>
<td>March - January</td>
<td>do not chill toxic if eaten</td>
</tr>
<tr>
<td></td>
<td>Ornithogalum</td>
<td>arabicum</td>
<td>Nov - May</td>
<td>long lasting</td>
</tr>
<tr>
<td></td>
<td>Viburnum</td>
<td>opulus</td>
<td>Jan - May</td>
<td>needs special flower food</td>
</tr>
<tr>
<td>Cut foliage</td>
<td>Genus</td>
<td>Species/cultivar</td>
<td>Natural season</td>
<td>Special treatment needs/ Significant characteristics</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>vi</td>
<td>Brassica</td>
<td>oleracea</td>
<td>all year round</td>
<td>smells strongly</td>
</tr>
<tr>
<td>vii</td>
<td>Callicarpa</td>
<td>sp</td>
<td>Sept - Nov</td>
<td>woody stem</td>
</tr>
<tr>
<td>viii</td>
<td>Lirope</td>
<td>muscari</td>
<td>all year round</td>
<td>long lasting</td>
</tr>
<tr>
<td>ix</td>
<td>Quercus</td>
<td>sp</td>
<td>Aug - Nov</td>
<td>sometimes dyed</td>
</tr>
<tr>
<td>x</td>
<td>Symphoricarpus</td>
<td>sp</td>
<td>Aug - Oct</td>
<td>berries harmful if eaten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pot plants</th>
<th>Genus</th>
<th>Species/cultivar</th>
<th>Natural season</th>
<th>Special treatment needs/ Significant characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>xi</td>
<td>Dracaena</td>
<td>marginata</td>
<td>all year round</td>
<td>structural foliage plant</td>
</tr>
<tr>
<td>xii</td>
<td>Jasminum</td>
<td>polyanthum</td>
<td>Dec - Apr</td>
<td>heavily scented</td>
</tr>
<tr>
<td>Plant</td>
<td>Species</td>
<td>Season</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Passiflora</td>
<td>sp</td>
<td>June-July</td>
<td>harmful if eaten</td>
<td></td>
</tr>
<tr>
<td>Primula</td>
<td>obconica</td>
<td>Jan - Mar</td>
<td>very poisonous</td>
<td></td>
</tr>
<tr>
<td>Solanum</td>
<td>pseudocapsicum</td>
<td>July - Dec</td>
<td>harmful if eaten</td>
<td></td>
</tr>
</tbody>
</table>

**Test spec reference:** Unit 304, LO1  
**Total marks:** 15 marks
Describe why designs are created using a design schema.

**Model answer**

1 x mark for a brief description; 2 x marks for detailed description

- Used to plan a design (1) and evaluate the design in order to improve knowledge for future designs. (1)

**Test spec reference**: Unit 303 1.1 AO1  
**Total marks**: 2 marks

Describe two characteristics of each of the following design categories

a) decorative
b) form linear
c) vegetative design.

**Model answer**

1 x mark each for any two of characteristics provided against each design category

**Decorative** – maximum two marks

- mass is more than the individual flower
- an abundance of material is a key component
- skilful blending, grading and distribution of forms and colour are essential components
- plant manipulation and the use of accessories are included
- can be symmetrical or asymmetrical
- traditional UK compositions.

**Form linear** – maximum two marks

- origins in Ikebana
- space/line are essential components
- contrasts of form and line together
- characteristics and silhouette of the individual materials
- use positive and negative space
- asymmetrical balance
- 3-5-8 proportions evident
- no plant manipulation.

**Vegetative** – maximum two marks

- interpret nature
- materials are arranged according to how they grow in their natural habitat
- inspiration from different types of landscape
- an individual season
- one or more growth points
- heights should mirror natural growing condition
- asymmetrical balance.

**Any other acceptable answer.**

**Test spec reference**: 303, 1.2, AO2  
**Total marks**: 6 marks
4
Using the image below, evaluate the design against the design schema.

```
| Order category     | – |
| Arrangement        | – |
| Line direction     | – |
| Position of growth | – |
| Placement of materials | – |
```

**Model answer:**
1 x mark to be awarded for any one of the following, maximum 5 marks
- order category – asymmetrical (1)
- arrangement – vegetative (1)
- line direction – parallel (1)
- position of growth – multiple centres of growth (1)
- placement of materials – varied density. (1)

**Test spec reference:** Unit 303, Topic 1.2, AO2  
**Total marks:** 5 marks

5
Fill in the labels for each design with the correct proportions.

**Form Linear**

**Funeral cross**

```
Order category     –
Arrangement        –
Line direction     –
Position of growth –
Placement of materials –
```

**Test spec reference:** Unit 303, Topic 1.1, AO1  
**Total marks:** 5 marks
A customer has purchased a Kalanchoe blossfeldiana plant and has asked for some instructions on how to care for it. Discuss the plant needs with the customer and explain the plant care requirements to maximise the plant life.

**Model answer**

**Band 1: 1 – 2 marks**
Basic description of a minimal range of needs with limited links to plant care.

**Band 2: 3 – 4 marks**
Description of a range of needs with clear links made to plant care.

**Band 3: 5 – 6 marks**
Detailed description of a wide range of needs with clear relevant links to plant care.

**Indicative content**

- **air**
  - good ventilation will help maintain the life of this plant
  - all plants should be kept out of draughts as excessive transpiration will occur
  - keep the temperature down in the summer excessive transpiration will occur

- **heat**
  - this plant likes average room temperatures 16-24°C/50-72°F

- **humidity**
  - average room humidity

- **light**
  - they prefer bright, sunny locations, especially in the summer growing season
  - during the winter, consider a south-facing window

- **water**
  - water moderately throughout the summer
  - reduce watering in the winter
  - let the soil surface dry out between watering; and in the winter, the plant can almost dry out
  - watch the fleshy leaves for signs of water distress

- **feeding**
  - feed bi-weekly in the summer with a liquid fertilizer, or use slow-release pellets

- **grooming**
  - simply cut off the flowering head, let the plant rest with reduced water, and resume its normal care
  - check for pests and diseases.

**Test spec reference:** Unit 304, Topic 2.1, AO2  **Total marks:** 6 marks
A customer has phoned to place an order for a planted design to be given to their mother in a nursing home, which remains at a constantly high temperature.

Discuss

- a recommended design that will be communicated to the customer
- materials that will need to be provided to staff member to assemble the design
- justification for choice of inclusion of plant materials and sundries.

Model answer

Band 1: 1 – 3 marks
Limited range of materials and sundries described with some justification for choice, showing limited relevance to the customer brief.

Band 2: 4 – 6 marks
Good range of materials and sundries described with clear justification for choice, showing reasonable relevance to the customer brief.

Band 3: 7 – 9 marks
Wide range of materials and sundries detailed with clear and well argued justification for choice, showing thorough relevance to the customer brief.

Indicative content

- designs could include dish garden, planted bowl/basket, pot-et-fleur, terrarium, bottled garden, plunge-planted design, single plant container
- full botanical names of plant materials
- compost
- drainage materials
- dressing materials
- care card
- room temperature, humidity, light
- requirements for water, feeding, grooming.

Test spec reference: Unit 304, 2.2, 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 303 1.2, 2.1, 1.1; Unit 306 1.1, Unit 310 Topic 2.2

Total marks: 9 marks
State three cut materials that are poisonous.

**Model answer**

1 x mark for any one of the following; maximum three marks

- *Aconitum napellus* *(Monkshood)*
- *Arum italicum* *(Cuckoo Pint)*
- *Colchicum autumnale* *(Autumn Crocus)*
- *Convallaria majalis* *(Lily of the Valley)*
- *Dieffenbachia picta* *(Dumb Cane)*
- *Digitalis purpurea* *(Foxglove)*
- *Euphorbia* spp. *(except E. pulcherrima)* *(Spurge)*
- *Gloriosa* rothschildiana *(Flame Lily)*
- *Primula obconica* *(Primula)*
- *Ricinus communis* *(Castor Oil Plant)*
- *Taxus baccata* *(Yew)*
- *Veratrum nigrum* *(Hellebore)*
- *Aucuba japonica* *(Spotted Laurel/ Japanese Laurel)*
- *Aglaonema* spp. *(Chinese Evergreens)*
- *Aloe* spp. *(Aloe)*
- *Allium* spp. *(Onion)*
- *Alstroemeria* peruviana *(Alstromeria)*
- *Amaryllis belladonna* *(Belladonna)*
- *Anthurium andreanum* *(Flamingo Flower)*
- *Arachniodes adiantiformis* *(Leather Leaf Fern)*
- *Asparagus* spp. except *A. officinalis* *(Asparagus Fern)*
- *Caladium* spp. *(Angel's Wings)*
- *Capsicum annuum* *(ornamental cultivar)* *(Chilli Pepper)*
- *Chrysanthemum* spp. *(Chrysanthemum)*
- *Clivia miniata*
- *Chlorophytum comosum* *(Spider Plant)*
- *Cupressocyparis leylandii* *(Leyland Cypress)*
- *Delphinium elatum* *(Larkspur)*
- *Euonymus europaeus* *(Spindle Tree)*
- *Fagus sylvatica* *(Beech)*
- *Fallophia japonica* *(Japanese Knotweed)*
- *Ficus benjamina* *(Weeping Fig)*
- *Ficus carica* *(Common Fig)*
- *Hyacinthoides non-scripta* *(Bluebell)*
- *Hydrangea* spp.
- *Hedera* spp. *(Ivy)*
- *Helleborus niger* *(Christmas Rose)*
- *Hippeastrum* spp. *(Amaryllis)*
- *Hyacinthoides* non-scripta *(Bluebell)*
- *Hydrangea* spp.
- *Hayacinthus orientalis* *(Common Hyacinth)*
- *Ilex aquifolium* *(Holly)*
- *Hypericum perforatum* *(St John’s Wort)*
- *Iris* spp.
- *Ligustrum* ovalifolium *(Garden Privet)*
- *Lupinus* spp. *(Lupin)*
- *Monstera deliciosa* *(Cheese Plant)*
- *Narcissus* spp. *(Daffodil)*
- *Ornithogalum* thyrsoides *(Star of Bethlehem)*
- **Papaver somniferum** (*Poppy*)
- **Passiflora caerulea** (*Passion Flower*)
- **Philodendron spp.** (*Philodendron*)
- **Polygonatum x hybridum** (*Solomons Seal*)
- **Prunus laurocerasus and lusitanica** (*Cherry Laurel and Portugal Laurel*)
- **Rhus diversiloba**, (*Poison Oak*) radicans, rydbergil striata, succedanea, toxicarum, verniciflua and vernix
- **Scindapsus aureus** (*Devil’s Ivy*)
- **Schefflera** actinophylla (*Umbrella Plant*)
- **Solanum spp.** (cultivated ornamental species except *S. dulcamara*)
- **Spathiphyllum wallisii** (*Peace Lily*)
- **Symphoricarpos spp.** (*Snowberry*)
- **Tulipa spp.** (*Tulip*)
- **Viscum album** (*Mistletoe*)

**Any other acceptable answer.**

| Test spec reference: Unit 304, Topic 1.1, 3.1 | **Total marks:** 3 marks |
Using the diagram below, identify and describe the botanical process that occurs in each labelled part.

**Model answer**
1 x mark for identification, 1 x mark for description; maximum two marks for each label

<table>
<thead>
<tr>
<th>botanical process</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flower</strong></td>
<td>Sexual reproduction/pollination</td>
</tr>
</tbody>
</table>
| **Leaves**        | Photosynthesis | Photosynthesis – carbon Dioxide from the air and water taken up from the roots produces sugar and oxygen with the aid of sunlight.  
|                   | Transpiration | Transpiration – water vapour is released from within the plant by evaporation through the pores in the leaves called stomata.  
|                   | Note to assessor: either process acceptable (max 1 mark) | Note to assessor: description must correspond to process (max 1 mark) |
| **Stem**          | Osmosis      | Water is drawn up stem by water molecules moving from areas of high water concentration to areas of low water concentration through a selectively permeable membrane. |
| **Roots**         | Diffusion    | Nutrients are absorbed from soil by molecules of a substance moving from an area of higher concentration to an area of lower concentration |

**Test spec reference:** Unit 304, Topic 1.3, AO2  
**Total marks:** 8 marks
9
State **three** characteristics of a sole trader.

**Model answer**
1 x mark for any three of the following; maximum three marks
- independent
- self-employed
- responsibilities to include: compliance with health and safety, managing staff, finance
- sourcing of materials
- vat registered
- member of professional bodies and/or relay service.

**Any other acceptable answer.**

**Test spec reference:** Unit 309 Topic 1.1  **Total marks:** 3 marks

10
Describe the advantages and disadvantages between each of the following types of sales
- face-to-face
- social media.

**Model answer**
1 – 2 marks: Limited range of advantages and disadvantages provided.
3 – 4 marks: Wide range of advantages and disadvantages provided.

**Indicative content**
- face-to-face
  - advantages
    - building a better customer relationship/service
    - more intimate details can be discussed
  - disadvantages
    - does not attract new customers
    - shop might be busy and you will not have the time
- social media
  - advantages
    - available on mobile devices therefore easily accessible and instant notifications
    - opportunity for wide audience
  - disadvantages
    - negative customer feedback
    - limited customers based on it literacy.

**Any other acceptable answer**

**Test spec reference:** Unit 309, Topic 2.2  **Total marks:** 4 marks
You are working as part of a team preparing for a peak period. Discuss the importance of implementing procedures for preparation in order to minimise customer complaints and maximise profits.

**Model answer**

**Band 1: 1 – 3**

Limited consideration of procedures with some justification for choice, showing limited relevance to the customer brief.

**Band 2: 4 – 6 marks**

Good range of materials and sundries described with clear justification for choice, showing reasonable relevance to the customer brief.

**Band 3: 7 – 9 marks**

Wide range of materials and sundries detailed with clear and well argued justification for choice, showing thorough relevance to the customer brief.

**Indicative content**

- organise staff rotas
  - so that the staff know what their hours are for child care etc.
  - to make sure you have shop hours covered
  - so that you can take on extra staff if needed
- allocation of duties
  - using strengths and weakness of staff to your advantage
  - so that you can take on extra staff if needed
- time management
  - designs will be made quicker e.g. one staff wraps, one staff
- training new members of staff
  - so that they know what they need to do during peak periods
  - to find their strengths and weaknesses
- calculate a formula
  - allocate a % to last year’s sales figures
  - calculate sales/overheads to calculate profit
- select designs prior to peak period
  - for easy assemble
  - for easy ordering
  - less wastage
- market selected designs prior to peak period
  - so that you have an idea of quantities before ordering
  - less wastage
- order prior to peak period in bulk
  - cheaper
  - better quality
  - less wastage
  - larger quantities therefore cheaper to buy.

**Test spec reference:** Unit 309: 3.1, 3.3, 1.3

**Total marks:** 9 marks
State **three** types of sales.

**Model answer**

1 x mark for any three of the following; maximum three marks

- face to face
- over the phone
- via email
- via an online shop
- via an agent.

Any other acceptable answer.

**Test spec reference:** Unit 309, Topic 2.2  
**Total marks:** 3 marks

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2. [https://gardencoachpictures.wordpress.com/tag/craspedia-globosa/](https://gardencoachpictures.wordpress.com/tag/craspedia-globosa/)
5. [http://cherry-cherries.blogspot.co.uk/2008_11_01_archive.html](http://cherry-cherries.blogspot.co.uk/2008_11_01_archive.html)
8. [https://www.trianglenursery.co.uk/store/42009-symphoricarpos-bright-fantasy](https://www.trianglenursery.co.uk/store/42009-symphoricarpos-bright-fantasy)
10. [https://commons.wikimedia.org/wiki/Passiflora](https://commons.wikimedia.org/wiki/Passiflora)