

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

1 FILL IN THE BLANK

Cut flowers	Genus	Species/ cultivar	Natural season	Special treatment needs/ Significant characteristics
	Amaranthus	caudatus	July- October	can be dried
	Craspedia	globosa	Jan - June	long lasting
	Gloriosa	rothschildiana	March - January	do not chill toxic if eaten
	Ornithogalum	arabicum	Nov - May	long lasting
	Viburnum	opulus	Jan - May	needs special flower food

Cut foliage	Genus	Species/ cultivar	Natural season	Special treatment needs/ Significant characteristics
 vi	Brassica	oleracea	all year round	smells strongly
 vii	Callicarpa	sp	Sept - Nov	woody stem
 viii	Liriodendron	muscarifolium	all year round	long lasting
 ix	Quercus	sp	Aug - Nov	sometimes dyed
 x	Symphoricarpos	sp	Aug - Oct	berries harmful if eaten
Pot plants	Genus	Species/cultivar	Natural season	Special treatment needs/ Significant characteristics
 xi	Dracaena	marginata	all year round	structural foliage plant
 xii	Jasminum	polyanthum	Dec - Apr	heavily scented

	Passiflora	sp	June-July	harmful if eaten
	Primula	obconica	Jan - Mar	very poisonous
	Solanum	pseudocapsicum	July - Dec	harmful if eaten
Test spec reference: Unit 304, L01		Total marks: 15 marks		

2

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

3

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.



xvi

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

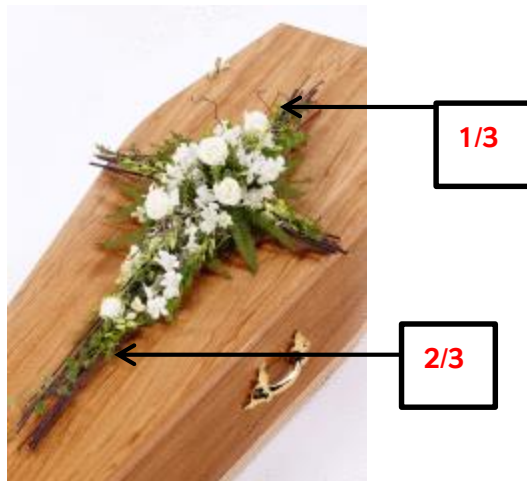
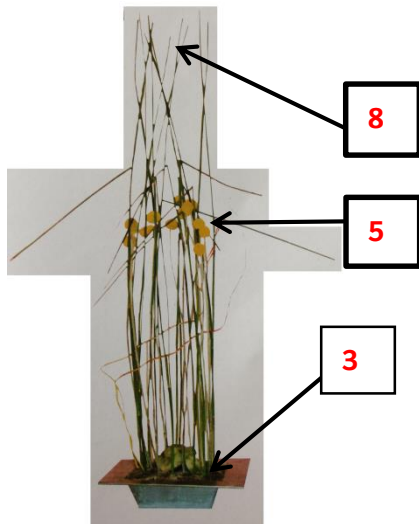
Total marks: 5 marks

5

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

Form Linear ^{xvii}

Funeral cross ^{xviii}



Test spec reference: Unit 303, Topic 1.1, AO1

Total marks: 5 marks

6

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

6

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*)
- **Alstromeria peruviana** (*Alstromeria*)
- **Amaryllis belladonna** (*Belladonna*)
- **Anthurium andreaeanum** (*Flamingo Flower*)
- **Arachniodes adiantiformis** (*Leather Leaf Fern*)
- **Asparagus** spp. except *A. officinalis* (*Asparagus Fern*)
- **Caladium** spp. (*Angel's Wings*)
- **Capsicum annum** (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*)
- **Fallopia japonica** (*Japanese Knotweed*)
- **Ficus benjamina** (*Weeping Fig*)
- **Ficus carica** (*Common Fig*)
- **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, *rydbergii*, *striata*, *succedanea*, *toxicarum*, *verniciiflua* 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.

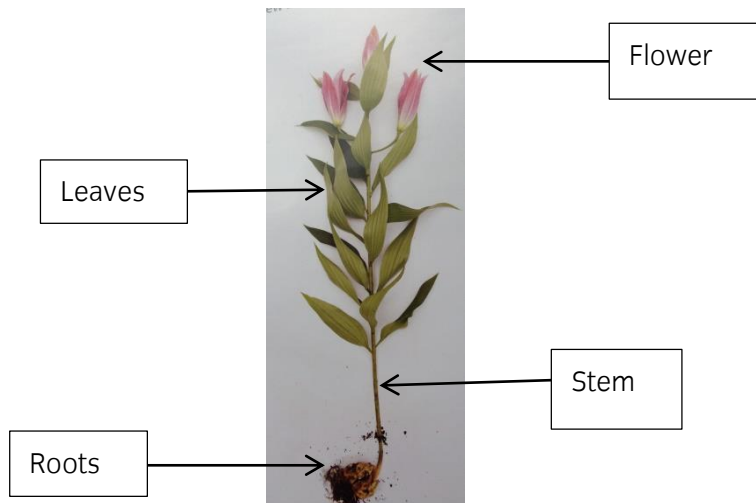
Test spec reference: Unit 304, Topic 1.1, 3.1

Total marks: 3 marks

8

Using the diagram below, identify and describe the botanical process that occurs in **each** labelled part.

xix



Model answer

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

	botanical process	description
Flower	<i>Sexual reproduction/pollination</i>	<i>transfer of pollen from the stamens to the stigma</i>
Leaves	<i>Photosynthesis Transpiration Note to assessor: either process acceptable (max 1 mark)</i>	<i>Photosynthesis – carbon Dioxide from the air and water taken up from the roots produces sugar and oxygen with the aid of sunlight. Transpiration – water vapour is released from within the plant by evaporation through the pores in the leaves called stomata. Note to assessor: description must correspond to process (max 1 mark)</i>
Stem	<i>Osmosis</i>	<i>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.</i>
Roots	<i>Diffusion</i>	<i>Nutrients are absorbed from soil by molecules of a substance moving from an area of higher concentration to an area of lower concentration</i>

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

12

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

ⁱ https://en.wikipedia.org/wiki/Amaranthus_caudatus

ⁱⁱ <https://gardencoachpictures.wordpress.com/tag/craspedia-globosa/>

ⁱⁱⁱ <http://pixdaus.com/national-flowers-zimbabwe-flame-lily-gloriosa-rothschildiana/items/view/246380/>

^{iv} <http://dopepicz.com/19605862-ornithogalum-dubium-yellow.html>

^v http://cherry-cherries.blogspot.co.uk/2008_11_01_archive.html

^{vi} <http://www.grainevoltz-seeds.com/brassica-oleracea-crane-f-white-22-10115-16354-d15.5201-art.aspx>

^{vii} <http://www.waysidegardens.com/early-amethyst-beautyberry/p/47061/>

^{viii} <http://www.bing.com/images/search?q=lirope+muscari&view=detailv>

^{ix} <http://www.bing.com/images/search?q=quercus&view=detailv>

^x <https://www.trianglenursery.co.uk/store/42009-symphoricarpos-bright-fantasy>

^{xi} <http://www.potnplant.com/products/indoor-plants-draceanamarginata>

^{xii} <http://www.mastergardenerssandiego.org/resources/todo/printtodo.php?month=3>

^{xiii} <https://commons.wikimedia.org/wiki/Passiflora>

^{xiv} <http://www.bing.com/images/search?q=primula+obconica&view=detailv>

^{xv} https://commons.wikimedia.org/wiki/File:Solanum_pseudocapsicum.jpg

^{xvi} Gregor Lersch, 1999. Principles of Floral Design. 3rd Edition. Floral Design Edition by kriene

^{xvii} Gregor Lersch, 1999. Principles of Floral Design. 3rd Edition. Floral Design Edition by kriene

^{xviii} Lynda Owen, 2014. The Professional Florists' Manual. 1st Edition. British Florist Association, The Society of Floristry Training Fund

^{xix} Lynda Owen, 2014. The Professional Florists' Manual. 1st Edition. British Florist Association