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

2019

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 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0175-001/501 Level 3 Floristry – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 0175-002 Level 3 Floristry – Synoptic Assignment
Qualification Grade Distribution
The approximate grade distribution for this qualification is shown below:

![Grade Distribution Chart](image)

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: 0175-001/501
Series: March 2019 (Spring)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total marks available</td>
<td>60</td>
</tr>
<tr>
<td>Pass mark</td>
<td>24</td>
</tr>
<tr>
<td>Merit mark</td>
<td>33</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>42</td>
</tr>
</tbody>
</table>

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

![Graph showing grade distribution](graph.png)
Assessment: 0175-001/501
Series: June 2019 (Summer)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark</td>
<td>24</td>
</tr>
<tr>
<td>Merit mark</td>
<td>33</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>42</td>
</tr>
</tbody>
</table>

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

0175-001/501 - Theory exam

Series 1 – March 2019

The exam was well balanced with some easier and some more difficult questions to cater for a range of learners. However all questions were attempted by all candidates. It is clear that some candidates were able to write answers clearly using correct language and terminology.

Straight recall questions (AO1) were in the main answered correctly. Where candidates did not answer the question correctly, it was clear that they had misunderstood the question.

Areas of strength included:

- H&S and legislation applied to a Floristry business.

Areas of weakness included:

- Identification and conditioning of cut material.
- The induction process.

The depth of knowledge relating to plant knowledge was weak; answers were in the main generic to plant care and not to the specific design. The depth of knowledge relating to design categories was also weak.

Candidates who achieved the higher marks in the extended response question structured their response using the bullet points in the question, thus ensuring all points were covered. The breadth and depth of understanding of employment procedures demonstrated by the majority of candidates was good but not applied to the specific question by those candidates achieving lower marks.
Series 2 – June 2019

The paper was balanced and very similar in difficulty as the last series. The candidates performed better than in previous papers, which could be down to Centres preparing candidates better for exams. All candidates attempted all questions. It is clear that some candidates were able to write answers clearly using correct language and terminology.

Straight recall answers were in the main answered correctly. Information on plant needs were in the main generic and not relating to the specific requirements of identified plants.

Areas of strength included:

- Application of design schema
- Legislation with the Floristry business

Areas of weakness included:

- Cut material identification including botanical nomenclature.
- Staff training requirements

Candidates achieving the higher marks in the extended response question showed a breadth of knowledge applicable to the development and running of a successful floristry business. Candidates achieving lower marks showed some strength in plant knowledge but demonstrated little or no reference to the full design schema or impact on a business.
Synoptic Assignment

Grade Boundaries

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

Assessment: 0175-002
Series: 2019

<table>
<thead>
<tr>
<th>Total marks available</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark</td>
<td>23</td>
</tr>
<tr>
<td>Merit mark</td>
<td>33</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>43</td>
</tr>
</tbody>
</table>

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

There were three tasks, which was generally addressed effectively by all centres. These tasks allowed candidates to demonstrate different levels of skills and understanding effectively for a senior florist.

Candidates generally performed well against the stated outcomes of the synoptic assignment and the evidence generated was variable across the range of assessment outcomes. The presentation of most of the work was clear, legible and supported the marks awarded.

All centres gave candidates the opportunity to access a range of resources, which allowed for differentiation and reflected in the marks awarded. It was clear that tutors allowed candidates to draw on their prior knowledge and were familiar with the format, exam conditions and their expectations. All candidates knew what was expected of them, took responsibility and were able to work independently; clearly showing essential transferable skills.

All candidates should have access to IT for theory tasks, for neat, legible and descriptive evaluations. Candidates can also use IT to manipulate text and images to create corporate logo for use in industry.

The majority of candidates showed a logical thought process and explained reasons for reaching decisions. Evaluations had structure and included all the principals and elements of design.

Evaluation of tasks:

Task 1 was divided into two parts to simulate a ‘real life’ bridal consultation. The task involved creating a quotation and covering letter for a bride ordering a list of designs, covered in the assignment brief. This was to be calculated from a wholesale list from the tutor. Some centres asked their candidates to work out all the designs to include in the quotation and other centres asked for just the two that they were creating in within task 1b.

Excellent use of IT was seen in some centres where candidates had manipulated text and pictures to include company logos, which they can use if self-employed and working in the industry.

The practical pieces would normally be completed by a senior florist with a high level of technical skill involved. Some pieces seen by both moderators were not of a commercial standard and would not be ‘fit for purpose’.

Task 2 was separated into two sections where research had to be completed prior to the assessment on biodegradable funeral designs. Most research was not fully uploaded onto the moderation portal and bibliographies were few and far between. Completed designs lacked the integration of research, understanding and practical skills to achieve a strong result for a senior florist. Referencing must be documented for any research that was carried out to stop plagiarism.

Task 3 was broken down into two tasks, where a mood board had to be created prior to the assessment on current trends. Many of the candidates used a range of resources to collate information. For example: current affairs, fashion, interiors and ornamental horticulture. Other candidates used social media, such as Pinterest, which narrowed their ideas, which then showed in their practical designs.
Breakdown of assessment objectives:

AO1 – Most centres were consistent with allocation of band marks, due to the fact that evidence was generally good for this outcome; sketches, plans and costings, made the allocation of band marks easy to differentiate and justify the marks awarded. Some centres lacked the depth needed to justify marks awarded.

AO2 – Understanding concepts and putting them into practice have been mainly good. Most candidates used prior knowledge to complete orders and carry out practical tasks.

AO3 – Over half of the cohort were marked too high and the others too low, which was especially seen in new centres. This is due to lack of standardisation on practical pieces. This is starting to be rectified with meetings across centres.

AO4 – Candidates showed good application of underpinning knowledge. Evaluations were more in line with the principals and elements of design and therefore expressed closely related explanations.

AO5 – Most evidence for this outcome was acquired from the workmanship and presentation of the candidate’s sketches and practical skills. Some centres submitted very clear evidence to show attention to detail which maximised marks for candidates.