

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

**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.

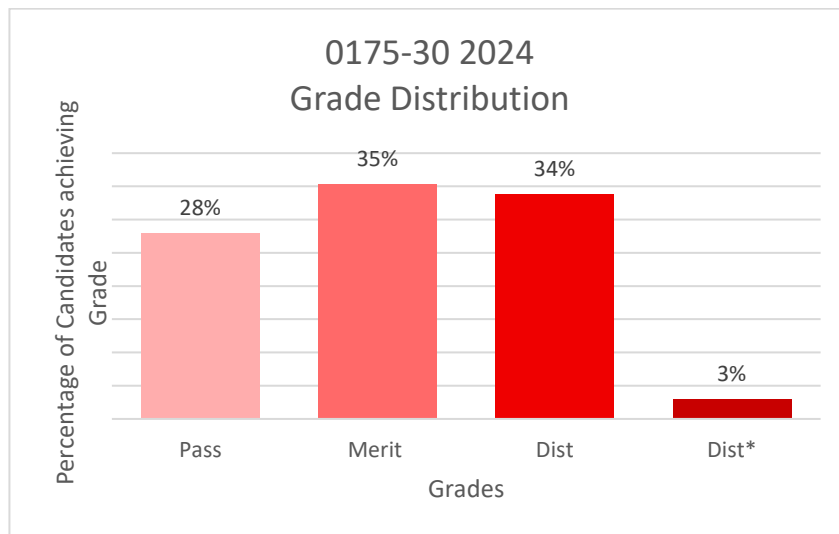
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

The document provides commentary on the following assessments:

- 0175-501 Level 3 Floristry – Theory exam
  - March 2024 (Spring)
  - June 2024 (Summer)
- 0175-002 Level 3 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 19/08/2024.

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

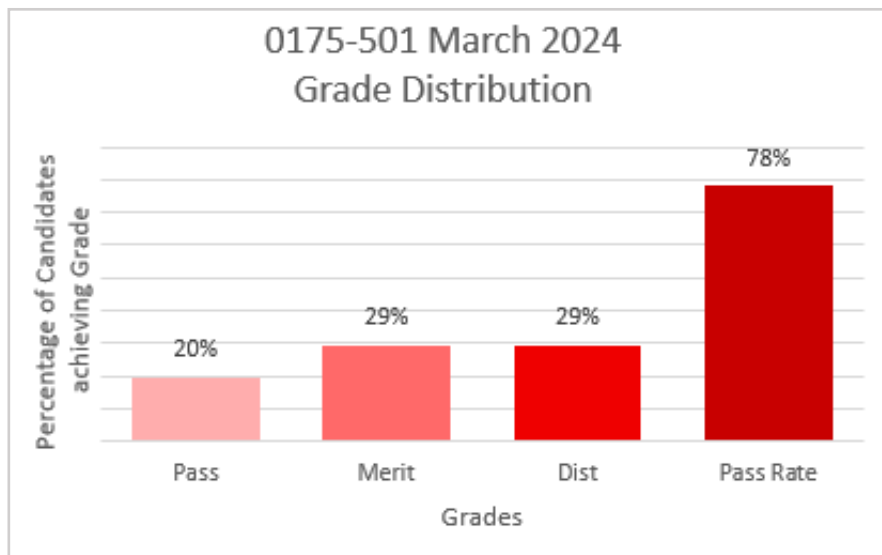
Assessment: 0175-501

Series: March 2024 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

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

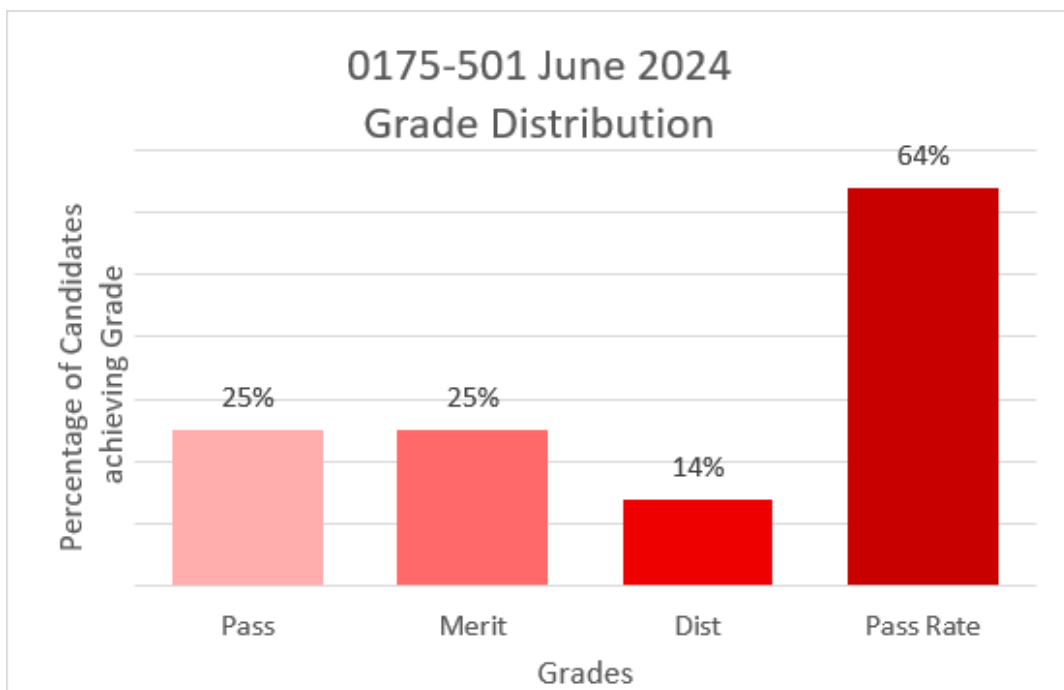


Assessment: 0175-501  
Series: June 2024 (Summer)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

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



# Chief Examiner Commentary

## 0175-501 Level 3 Floristry - Theory exam (1)

### Series 1 – March 2024

Overall, candidates' performance on the paper has improved on last year, with questions answered to a varying degree of accuracy and depth suggesting candidates are better prepared for examinations. The question paper was generally balanced and covered a good level of knowledge and understanding across the qualification. On the whole, candidates gave responses which showed a good level of recall in the areas of industry standards such as roles within a floristry business and identifying botanical material. Descriptions and explanations were also more detailed than the previous examination.

Candidates demonstrated a good recall of knowledge, gaining marks in topics such as the design schema and business. Particular areas of strength included recall of cut flower, foliage and plant identification, which has improved from last year. Candidates demonstrated good understanding of the design schema, business practices and plant knowledge. Higher-scoring candidates were able to demonstrate breadth and depth of knowledge, backed up by relevant examples and included explanations where needed, although some candidates tended to give brief answers and not explain fully. Some candidates demonstrated the ability to recall knowledge across all areas and apply to a given scenario showing evidence of reasoning and justification.

One area of weakness for many candidates was the importance of nomenclature. Additionally, some candidates missed the opportunity to gain marks where they were unable to demonstrate recall of knowledge for tropisms. Many candidates were unable to access the full range of marks due to misinterpreting the question. Candidates need to focus on reading the questions carefully as responses in some areas did not relate to what was being asked, for example methods of taxation. Some candidates wrote answers that were not clear and appeared to add everything, in the hope they will have included the correct one, such as listing five answers when only three were required, meaning only the first three were accepted for marking. Some papers had questions not attempted. Candidates also need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs.

Overall, candidates showed strength in the following areas:

- Principles of the Creative Design Process (Unit 303)
- Business management and marketing (Unit 309)

Candidates require further support in:

- Plant and flower care (Unit 304)

The Extended Response Question required candidates to demonstrate their knowledge of marketing and sales techniques that could be used when expanding into new markets, as well as their ability to carry out a business and financial analysis. Half of the cohort were able to access marks in bands 2 or 3, with the majority showing evidence of reasonable understanding of the tasks. Some discussed with a degree of breadth and depth but lost marks by failing to refer back to the scenario. Answers accessing the higher marks were well structured to cover a full range of considerations.

Candidates should be encouraged to avoid giving answers that are very similar, or tend to overlap, especially where several points are required. Candidates would also benefit from reading and fully understanding what the question requires before attempting to answer.

## Series 2 – June 2024

Candidate's performance has improved on June 2023, however, weaker than the achievement rates seen in March 2024. As with previous assessments, candidates performed well in the principles of the creative design process but continue to show weaknesses in plant and flower care. Generally, responses were reasonable with good recall and showed some ability to demonstrate depth in knowledge and/or understanding across topics to gain marks. Some answers lacked explanations or descriptions. Responses to the ERQ, however, were only partly linked to the scenario. Most candidates suggested planted dish gardens or terrariums which are suitable for the environment and are also very on trend in industry at present. Use of vocationally common terms/ terminology was good.

Performance across AO1 questions was generally stronger than those requiring understanding (AO2). Candidates were able to show good recall across a number of areas, including knowing parts of the design schema; identifying botanical material through special treatment; types of proportion; design styles and line direction.

Overall, candidates showed strength in the following areas:

- Principles of the Creative Design Process (Unit 303)

Opportunities to gain higher marks on questions were limited by candidates' ability to expand and demonstrate clarity in their knowledge & understanding. Candidates showed particular difficulty in demonstrating their understanding for particular plant care, eg *Euphorbia pulcherrima*, and responsibilities when managing staff.

Candidates require further support in:

- Plant and flower care (304)
- Business management and marketing in the floristry industry (Unit 309)

Topics that appeared to discriminate required accurate recall and application of technical terminology/terms/names or professional levels of technical understanding when responding to questions. It was clear to see that lower achieving candidates had challenges answering questions that required explanations or descriptions.

The Extended Response Question gave candidates the opportunity to show their understanding of creating and maintaining designs within a given location. Few candidates addressed all aspects of the scenario and showing an understanding of a range of different influencing factors and recommendations to respond to the environmental conditions however, some were unable to consider the specific requirements of botanical material. Some did not feel there was a suitable position for plants in the environment. Lower-scoring candidates did not discuss the impact of factors stated in the scenario and many did not realise the designs would be maintained by the floristry business.

Candidates are strongly advised to be familiar with the command verbs they may encounter during examinations and to be prepared for the different structure of questions, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

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

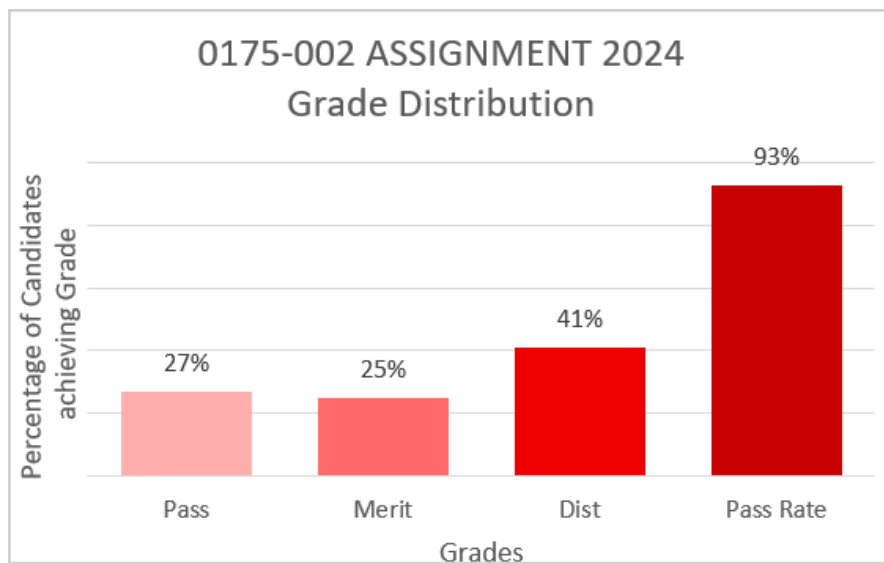
## Grade Boundaries

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

Assessment: 0175-002  
Series: 2024

<b>Total marks available</b>	<b>60</b>
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: 0175-30-002**

**Series: June 2024**

Candidates generally performed well against the stated outcomes of the Level 3 synoptic assignment and most of the evidence generated was variable across the range of assessment outcomes. There were two tasks in total, which were generally addressed effectively by most centres. These tasks allowed candidates to make use of their knowledge, skills and understanding they built up over the duration of the course to tackle problems, tasks and challenges, demonstrating different levels of learnt behaviours suitable for a senior florist. 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 use of the marking grid terminology in the correct AO.

Assessors' comments mostly backed up evidence provided regarding the candidate's performance, justifying the quality and accuracy of the tasks, both written and practical. 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 mostly explain how the candidates carried out the tasks, as well as 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 clearly read the 'Centre Guidance' that was included in the Synoptic Assignment, to prepare candidates with the necessary resources and guidance against timings, and what evidence that was needed to be produced; where tutors were required to carry out observation of performance, the majority of PO's and CRF's were detailed, with descriptive notes to align with evidence uploaded and justify marks awarded. 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, with no forms adapted or modified in any way, although some centres did comment on each practical task separately, especially on the PO forms for AO3, making extra work for the tutors.

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. The 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 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.

## Evaluation of tasks:

Task 1 was divided into four parts and simulated a 'real life' order for an event, as seen in a commercial setting. The task involved creating a quotation (to be calculated from a wholesale buying list from the tutor), a covering letter for the customer and to create a buying list of botanical materials and sundries to the wholesaler, construction of the designs, which were presented to the customer by the way of fully labelled sketches. Most research was uploaded onto the moderation portal, but bibliographies were few and far between. Referencing must be documented for any research that was carried out to prevent 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.

Most of the practical pieces seen would normally be completed by a senior florist with a high level of technical skill involved, although some pieces seen by moderators were not to industry standard or commercially viable; wiring and taping in majority of centres need practice and the construction of designs to be held lacked attention to detail and imagination, with only low level design skills seen; however, some assessors deemed these designs as good and marked them as acceptable industry standard.

Some centres guided candidates to make 'research notes' on colour harmonies, designs schema and/or principles and elements of design, rather than research beach weddings, outfits which could be worn, and corporate logos of universities 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.

Task 2 was divided into two sub-tasks, with research on a university of the candidate's choice. This gave scope for candidates to be creative with designs, colours, materials used, and justifications would be 'true to life' in a commercial scenario. Some great artwork was seen on sketches; together with botanical nomenclature; some candidates had included some elements and principles of design, especially scale, proportion and area of dominance. Justifications on the choice of design prior to construction were mainly detailed and produced prior to construction; on the whole this was produced to a satisfactory level, however, some read as a construction guide, and some completed after the design was constructed.

Most of the practical pieces seen would normally be completed by a senior florist with a high level of technical skill involved, although some pieces seen by moderators were not of industry standard or commercially viable; some designs lacked imagination or basic design skills, but some assessors deemed these designs as good and would be acceptable in industry.

Some of the cohort had marks awarded which were over generous; especially against AO3 compared to what the moderators saw on their visits, which questions whether the descriptions of areas for development, as well as strengths were accurately recorded.

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, eg 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. as a PDF. Zip files are not a singular document.