

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

Version 2.0

2025

Qualification Report

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Distribution page 5

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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.

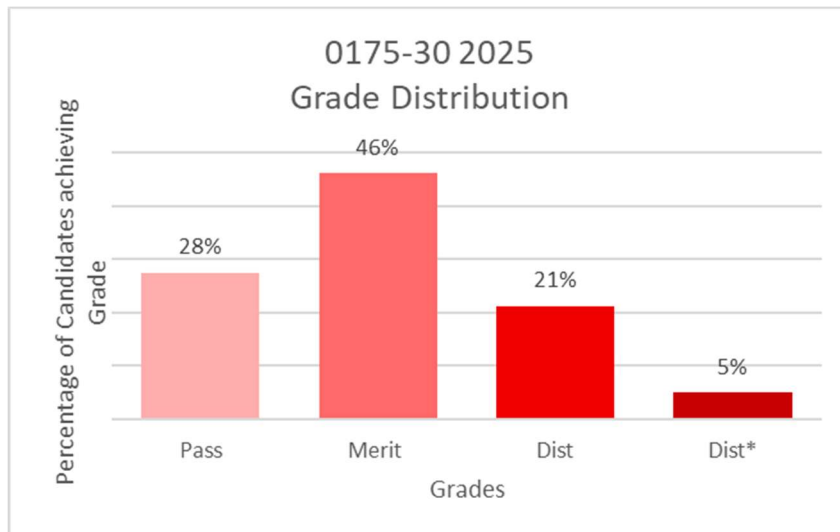
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2025 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 2025 (Spring)
 - June 2025 (Summer)
- 0175-002 Level 3 Floristry - Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



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

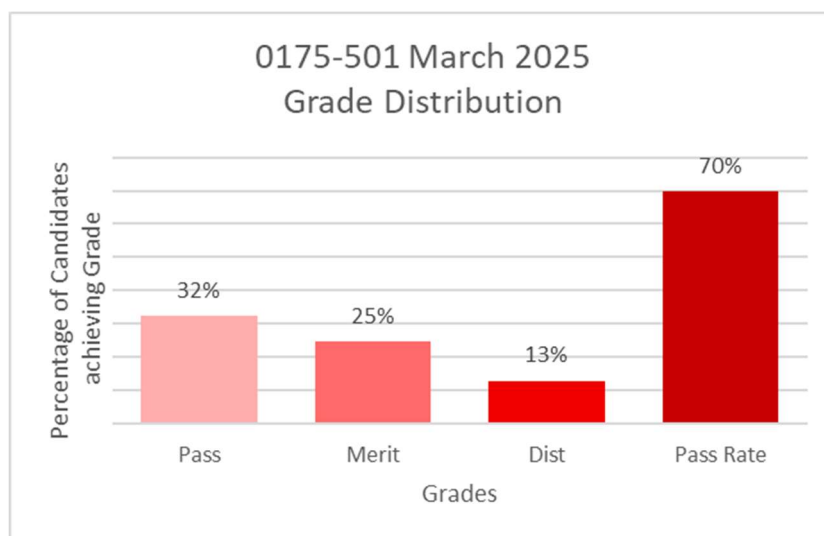
Assessment: **0175-501**

Series: **March 2025 (Spring)**

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

Total marks available	60
Pass mark	20
Merit mark	29
Distinction mark	39

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

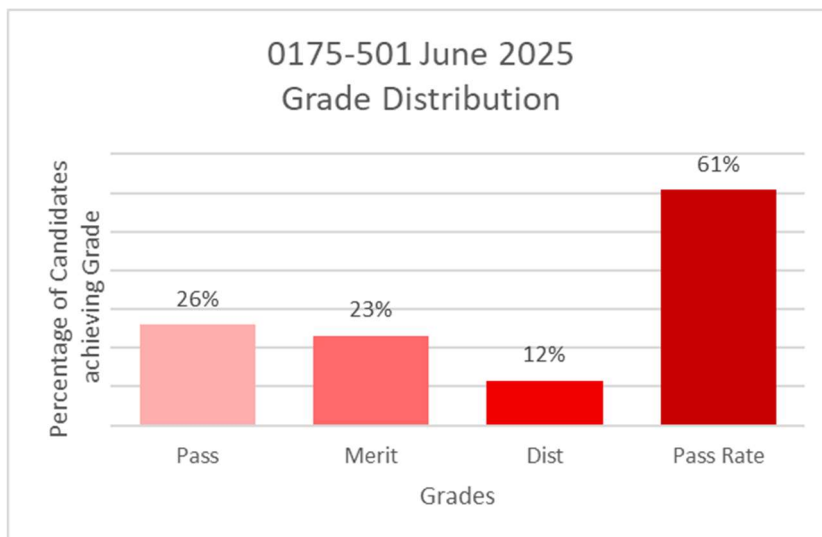


Assessment: **0175-501**
Series: **June 2025 (Summer)**

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

Total marks available	60
Pass mark	23
Merit mark	32
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 2025

This series saw the largest cohort size for this examination. Although many candidates did well, it was clear that they were not able to respond to the command verb in the question in the way expected to access the full range of marks available. Consequently, the average mean mark was lower in this series than has been seen for several years and with some decline in the higher grades being accessed.

However, most candidates demonstrated a good recall of knowledge relating to design principles and good understanding of the theory of colour. Questions 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 them to a given scenario.

Candidates require further support with **Unit 304 Plant and flower care**. Many candidates failed to score on the questions at the start of the paper requiring identification of plant materials. Instances of weak application of knowledge of plant processes and specific plant needs were also seen.

Many candidates were challenged in areas assessing their knowledge and understanding of **unit 309 Business management and marketing in floristry**, in particular breadth and depth of understanding of business practices. Although candidates knew of a franchise, they could not confidently communicate its key characteristics, as specified in the qualification handbook.

This year highlighted the need to support future candidates on honing their exam skills, focusing on the use of command verbs to demonstrate their understanding. Where a response requires a description or explanation, that **must** be provided to gain marks. Candidates often failed to provide in-depth descriptions and explanations required to achieve full marks in AO2 questions.

Extended Response Question (ERQ)

This open style of the question suited lower scoring candidates most of whom accessed the lower marking band. On the reverse side, fewer high scoring candidates succeeded in covering the range of indicative content in any significant depth to reach band 3. Common issues included repeated points stated in each of the three considerations. Some candidates focused on details of the designs with little or no link to the seasonal context which was given in the question. Many suggestions would not be cost effective. A few candidates completed good timelines showing an understanding of the question and application of knowledge and planning. It appears that some candidates do not fully understand how the ERQ is marked - against marking bands based on breadth, depth and quality of responses, as opposed to more 'points based' marking in other question.

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

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

In conclusion, centres are encouraged to continue to support candidates to develop depth of knowledge and understanding across all areas of the industry, and particularly with regards to business practices and botanical processes. In addition, further opportunities to prepare for the ERQ specifically would support learners.

Series 2 – June 2025

There was a small increase in entries this series compared to the summer 2024 examination.

There were many instances of strong performance demonstrated. Candidates generally performed well on straightforward description questions indicating solid recall of factual knowledge. There continues to be a good level of understanding and application in questions related to the design schema and hazardous botanical materials and their effects.

Improvements are still needed in questions requiring an explanation. These are assessing AO2 understanding and in many instances, candidates are still only providing recall information or responses with very weak analytical and reasoning skills.

The questions at the start of the exam asks candidates to identify genus and species for a range of plant materials. Candidates struggled to score on some of these, particularly where the genus and species are not the most common used in industry. Candidates are required to know the full identification list as printed in Appendix 1 of the Qualification Handbook.

The Extended Response Question (ERQ) this series had less indicative content compared to previous years and this aided some candidates, allowing them to cover the range in more depth. However, some are still challenged when having to present knowledge on managing staff and business practices. Some candidates chose to focus on details of their designs with little or no link to the business aspects of the scenario. Many responses contained repeated points rather than answers with breadth and depth. As a result, many candidates failed to reach the higher mark bands.

To sum up, centres are again encouraged to ensure that their candidates are aware of the command words and how to respond to them to ensure access to the full range of marks. Centres should also spend some time showing their candidates how to formulate an ERQ response that shows breadth and depth and responds to all aspects of the scenario.

Synoptic Assignment

Grade Boundaries

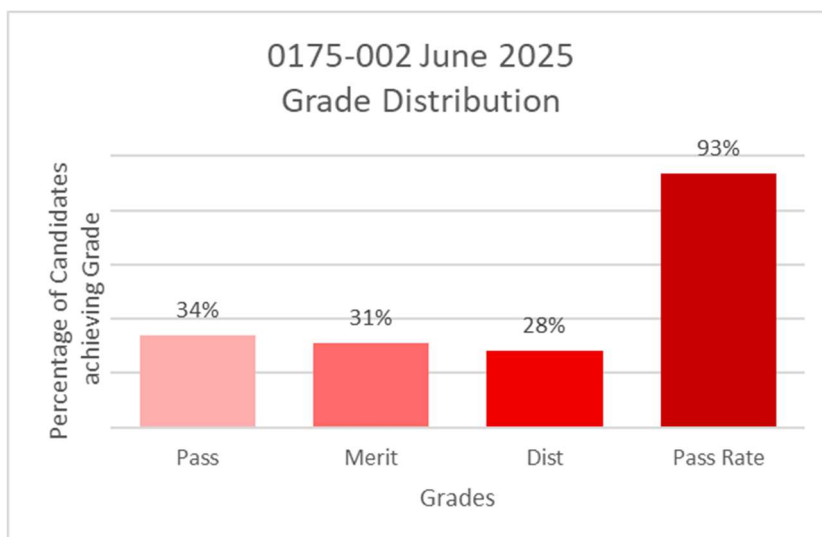
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0175-002**

Series: **2025**

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

The majority of candidates performed well, producing clear and legible work that generally supported the marks awarded. Most centres delivered the three synoptic tasks effectively, providing access to varied resources that supported differentiation. Candidates generally demonstrated logical thinking, independence, and strong soft skills.

Candidate Record Forms (CRFs) and Practical Observation (PO) forms were mostly well completed, with assessors aligning comments to assessment objectives and explaining candidate decisions effectively. While many justifications and evaluations were structured and referenced design principles, some remained overly descriptive. The use of band descriptors and supporting evidence helped personalise feedback and improve marking accuracy, though clearer references to specific points on the marking grid—such as top or bottom of band—are still needed. Training during advisory visits has improved form completion, but some centres continue to create unnecessary workload by commenting on each task separately. Further training would benefit centres new to technical qualifications or with less experienced tutors.

Centres that followed the Centre Guidance prepared candidates well, with detailed and aligned documentation. Unfortunately, there were instances of poor practice. Some centres submitted **inadequate pictorial evidence**—particularly missing key details like spiralling stems in packaged tied designs—which weakened the justification for marks. There was sometimes a failure to follow guidance on mood boards and research notes, leading to the inclusion of content meant to be assessed during the assignment. Tutors must avoid guiding candidates during tasks and ensure their comments clearly support the quality and accuracy of performance, explaining how knowledge and skills were applied throughout.

Task 1: While some candidates produced impressive artwork, marks were awarded based on labelled sketches with botanical names, design principles, and techniques. Most research was uploaded, but bibliographies were often missing. Referencing must be included to prevent plagiarism. There was some excellent IT use, with candidates creating professional materials such as logos for potential freelance use. **Tasks 2 & 3:** Many practical pieces reflected senior-level floristry skills, though some designs lacked industry standards or creativity. In some cases, tutors overestimated the quality of work, awarding marks that did not align with moderator observations.

AO1: Most centres awarded marks consistently, supported by good evidence such as sketches, plans, costings, and justifications. While plant naming was generally accurate, many candidates lacked depth in applying design principles—particularly colour harmony. **AO2:** Candidates generally demonstrated good understanding and applied prior knowledge effectively. However, while design schemas were referenced, they were often not clearly linked to the final designs. **AO3:** Over half the cohort was overmarked. Photographic evidence and moderation visits revealed inconsistencies, with some designs not meeting industry standards. There was a wide variation in quality across centres, highlighting the need for standardisation. **AO4:** Most candidates showed good application of underpinning knowledge, with evaluations effectively linked to design principles. However, some centres need to improve consistency, particularly in the mid and lower bands. **AO5:** Evidence of attention to detail was clear in some centres, especially in sketches and practical work. However, few candidates demonstrated the ability to identify and correct errors to achieve a flawless outcome.

To sum up, moderators saw a lot of lovely work and centres and candidates are commended for this. However, centres are still advised to read the Centre Guidance contained in the synoptic assignment document to ensure they are always following the correct procedures:

- There should be no underpinning knowledge included on the mood board and research notes.
- Sketches should be labelled with botanical names, design principles, and techniques, and include measurements to scale.

- All evidence should be uploaded as one file and include clear photographs that demonstrate all aspects being assessed.