



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

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star. Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

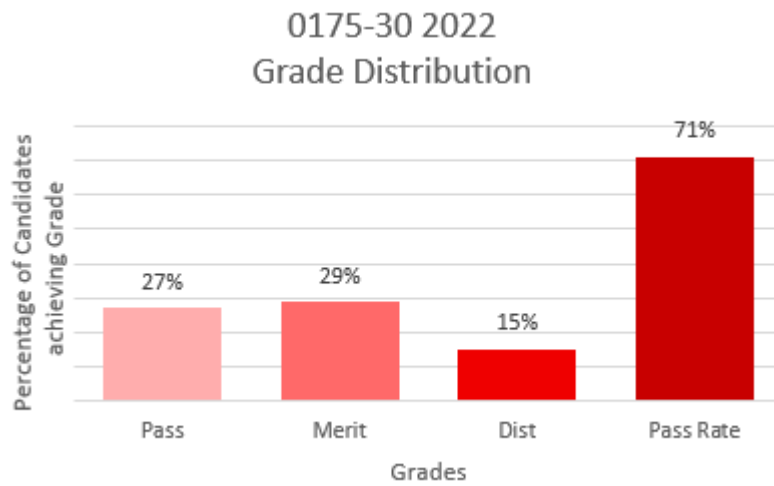
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 2022 (Spring)
 - June 2022 (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

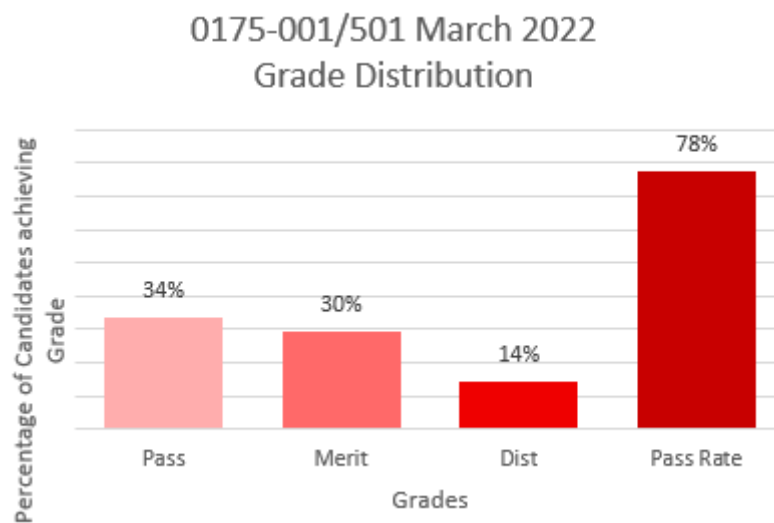
Grade Boundaries

Assessment: 0175-001/501
Series: March 2022 (Spring)

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:

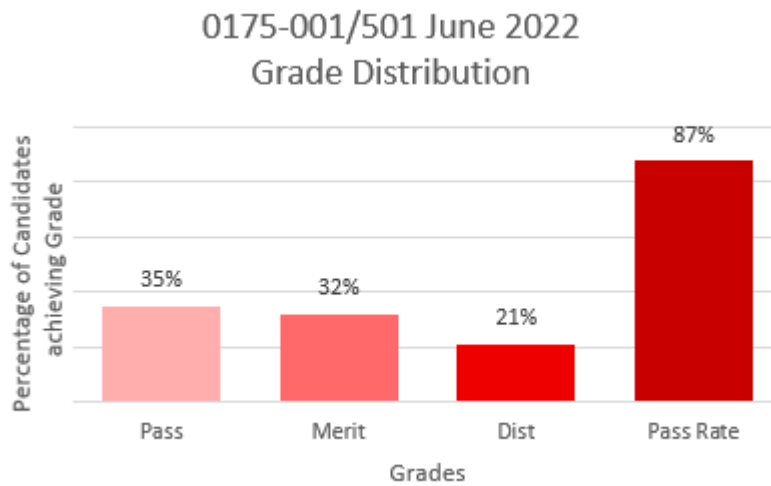


Assessment: 0175-001/501
Series: June 2022 (Summer)

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	38

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



Chief Examiner Commentary

0175-001/501 Level 3 Floristry - Theory exam (1)

Series 1 – March 2022

The examination paper covered a good range of learning outcomes over the whole qualification and was similar to the 2020 series in terms of range, suitability and level. The paper had an appropriate balance of questions with varied levels of demand and it accurately sampled the level of knowledge and understanding from across the qualification. Questions were answered with a varying degree of accuracy and depth with knowledge-based questions generally answered well, whereas candidates frequently lost marks by not expanding their answers through descriptions or explanation when required.

Many candidates demonstrated good understanding of the design schema. Questions that could be related to regular floral design in the industry were answered well, showing clear evidence of recall, understanding and application to practical work. Many candidates can identify a range of plant materials that have a potential harmful effect.

Some candidates lost marks on the question relating to the identification of plant needs writing answers that were generic and not specific. Most candidates demonstrated a good recall of knowledge of elements of plant processes and plant care although some lacked the ability to describe or explain. Candidates need to focus on reading the questions carefully as responses in some areas did not relate to what was being asked.

Higher scoring candidates demonstrated the ability to recall knowledge across all areas and apply to a given scenario showing evidence of reasoning and justification.

The extended answer question gives candidates the opportunity to demonstrate their grasp of the qualification and knowledge of the planning for a peak period in a floristry business. There were some good extended answers given by the higher-level candidates who structured their answers to cover a full range of considerations for planning and undertaking a SWOT analysis, some well-considered examples for three typical designs as well as linking back to the scenario. Timeframe and timings were weak in many responses. Roles, responsibilities and allocation of duties were considered by a few of the higher-level candidates some showed a good understanding of business practices, but many omitted this point in the question. Lower-level candidates restricted their answers to consider just the three typical floral designs with little or no consideration for the demographics that could influence the business plans. Most candidates did not make recommendations within the plan for Sunday trading and the effect it could have on the business.

Candidates will benefit from practicing examination techniques when preparing for this exam in particular the importance of reading and understanding the detail of a question.

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, 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>

Series 2 – June 2022

Candidates' overall performance in the June 2022 paper has improved from March 2022 with higher marks been awarded across the cohort. Exam technique and subject knowledge improved compared to March 2022 paper allowing many to gain higher marks, particularly in the extended response question. The majority of candidates demonstrated a good understanding of the questions in the paper and were strong in answering the recall questions but there was a general trend of inaccuracy or lack of knowledge when identifying plant materials and specific characteristics and needs.

Particular areas of strength in understanding of the design schema were evident. Candidates overall, gave responses to questions which showed a good level of recall throughout the paper. Higher scoring candidates demonstrated the ability to recall knowledge across all of the units and evidence their understanding, through targeted justification and reasoning. The breadth and depth of knowledge relating to plant needs is still an area of weakness. Some candidates lost marks giving answers that were generic and not specific, lacking the ability to describe or explain.

Some answers indicated that candidates had not read and understood the focus of some questions fully, whilst other responses lacked justification and reason, meaning they were unable to gain full marks.

It is evident that that a cluster of candidates are writing more than is required, in some cases only one or two words are needed but there are a range of suggestions or answers given; if they add everything the correct answer is stated within. Marks are not awarded in this instance as it is not possible to test understanding and application of knowledge.

Centres are encouraged to help students develop knowledge and understanding across all areas of the industry. The depth of knowledge needs to be developed with regards to specific plant needs.

Candidates need to focus on reading the questions carefully as responses in some areas did not relate to what was being asked.

Synoptic Assignment

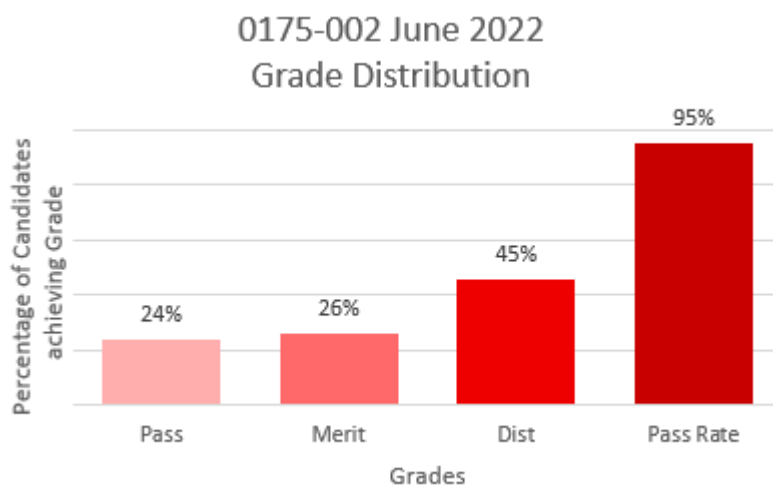
Grade Boundaries

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

Assessment: 0175-002
Series: 2022

Total marks available	60
Pass mark	23
Merit mark	33
Distinction mark	43

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



Principal Moderator Commentary

Candidates generally performed well against the stated outcomes of the synoptic assignment and the majority of evidence generated was variable across the range of assessment outcomes. The presentation of most of the work was clear, legible, and backed up the marks awarded. Generally, PO forms and CRFs were detailed and gave a good insight into candidates' actions and behaviours with the correct information in the correct AO.

There were three tasks in total, which was generally addressed effectively by most centres. These tasks allowed candidates to demonstrate different levels of skills and understanding effectively for a senior florist. Many centres prepared candidates with the necessary resources and guidance against timings and the evidence that needed to be produced. Where tutors were required to carry out observation of performance, the majority of POs and CRFs were detailed, with descriptive notes to align with evidence uploaded and justify marks awarded, both good and areas for improvement.

Candidates generally performed well against the stated outcomes on 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. 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 will help triangulate feedback and marks awarded for each candidate. This not only makes it personal; it allows for a broader sense of differentiation and more importantly helps with accurate marking. Training on correct completion of PO and CR forms would benefit some centres, especially the centres which adapted the PO and CR forms that changed or restricted the type of evidence collected.

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

Centres must remember that the Synoptic Assignment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the duration of the course to tackle problems, tasks and challenges and not guide the candidates in any of the tasks which would be deemed as malpractice. Tutors' comments should back up the quality and accuracy of the candidate's performance, both written and practical. It is therefore important that your comments need to corroborate how well the candidate knew and understood the subject and how well they have used their knowledge and skills together to complete the tasks must be clear. Tutors must explain how the candidates have carried out the tasks and decisions made within practical and written evidence as part of their planning, reflections or evaluations.

Evaluation of tasks:

Task 1 was divided into four parts to simulate a 'real life' event. The task involved creating a quotation (to be calculated from a wholesale buying list from the tutor), a covering letter for a customer and a buying list of botanical materials and sundries as well as constructing the designs that were presented to the customer through fully labelled sketches. Most research was fully uploaded onto the moderation portal, but bibliographies were few and far between. Referencing must be documented for any research that was carried out to stop 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 of industry standard or commercially viable; some designs lacked imagination or basic design skills.

Task 2 was divided into two parts; sketching and planning, and constructing the tied design to be presented to the designer at the end of the catwalk show. Some great artwork was seen on sketches; however, this did not gain extra marks, whereas labelled sketches with full botanical names, P&E of design and techniques would. Very few centres provided evidence of a presentation bouquet which was ideal for this customer but produced a tied design in an aqua pack; although 'fit for purpose, the design style would have been bulky and difficult to carry.

Task 3 was broken down into two tasks; a mood board had to be created prior to the assessment on a car showroom, giving candidates scope to draw on knowledge and practical skills fit for a senior florist. Many of the candidates used a range of resources to collate information, whilst other candidates used social media. This narrowed their ideas, which then transformed into their practical designs because some of the designs lacked imagination and practical skills to achieve a strong result for a senior florist.