
Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IC: INTERNATIONAL WORKPLACE AND WORK EQUIPMENT SAFETY

JULY 2018



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Introduction

NEBOSH (The National Examination Board in Occupational Safety and Health) was formed in 1979 as an independent examining board and awarding body with charitable status. We offer a comprehensive range of globally-recognised, vocationally-related qualifications designed to meet the health, safety, environmental and risk management needs of all places of work in both the private and public sectors.

Courses leading to NEBOSH qualifications attract around 50,000 candidates annually and are offered by over 600 course providers, with examinations taken in over 120 countries around the world. Our qualifications are recognised by the relevant professional membership bodies including the Institution of Occupational Safety and Health (IOSH) and the International Institute of Risk and Safety Management (IIRSM).

NEBOSH is an awarding body that applies best practice setting, assessment and marking and applies to Scottish Qualifications Authority (SQA) Accreditation regulatory requirements.

This report provides guidance for candidates and course providers for use in preparation for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content and the application of assessment criteria.

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General comments

Many candidates are well prepared for this unit assessment and provide comprehensive and relevant answers in response to the demands of the question paper. This includes the ability to demonstrate understanding of knowledge by applying it to workplace situations.

There are other candidates, however, who appear to be unprepared for the unit assessment and who show both a lack of knowledge of the syllabus content and a lack of understanding of how key concepts should be applied to workplace situations, which is an essential requirement at Diploma level.

This report has been prepared to provide feedback on the standard date examination sitting in July 2018.

Feedback is presented in these key areas: responses to questions, examination technique and command words and is designed to assist candidates and course providers prepare for future assessments in this unit.

Candidates and course providers will also benefit from use of the 'Guide to the NEBOSH International Diploma in Occupational Health and Safety' which is available via the NEBOSH website. In particular, the guide sets out in detail the syllabus content for Unit IC and tutor reference documents for each Element.

Additional guidance on command words is provided in 'Guidance on command words used in learning outcomes and question papers' which is also available via the NEBOSH website.

Candidates and course providers should also make reference to the Unit IC 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit IC

International workplace and work equipment safety

Question 1 A plastics manufacturer stores plastic beads in a tower silo. The plastic beads are considered to be a free flowing solid.

Workers need to enter the silo to carry out essential maintenance.

- (a) **Outline** the risks to workers from the free flowing solid when entering the confined space. **(4)**
- (b) **Outline** reasons that the silo atmosphere may be, or could become, oxygen deficient. **(3)**
- (c) **Outline** possible effects that oxygen deficiency may have on a confined space worker. **(3)**

This question assessed candidates' knowledge and understanding of learning outcome 1.2: Explain the hazards, risks and control measures associated with work in confined spaces.

Learning outcome 1.2 covers '*Examples of where confined space entry may occur in the workplace: eg, pits in garages, trunking ducts, watercourses, trenches, tanks, silos, sewers*'. One of those examples (silos) formed the basis for this question. The stem explained the properties of plastic beads as being a 'free-flowing solid'. Many free-flowing solids exist including grain, sugar, flour, sand, coal dust and other substances in powder or granular form, such as gravel or soil.

In part (a) many candidates confused risk with hazard and outlined potential hazards, such as poor ventilation, lack of hoists, unguarded equipment and oxygen deficiency. Many candidates assumed that the silo was empty and that the few plastic beads left on the floor would present a slip hazard. Other candidates assumed that the silo was still being filled while the workers were inside or entering.

In part (b) candidates needed to outline reasons why the silo could become oxygen deficient and where answered correctly, inerting or purging were the common answers provided.

Most candidates understood the possible effects of oxygen deficiency in part (c).

Question 2 An employer provides a multi-storey car park for its workers. The car park is made of steel-reinforced concrete.

Following several major fires at similar car parks, a review is being conducted of the fire safety arrangements.

- (a) **Outline** *ignition sources* that could be present from the cars. (3)
 - (b) **Outline** *combustible materials* that could be present from the cars. (3)
 - (c) In the event of a serious fire, **outline** possible effects of fire on the building structure. (4)
-

This question assessed candidates' knowledge and understanding of learning outcomes 2.1: Outline the properties of flammable and explosive materials and the mechanisms by which they ignite; and 2.2: Outline the behaviour of structural materials, buildings and building contents in a fire.

Candidates gained good marks in parts (a) and (b) in outlining the ignition sources and combustible materials present in cars. This may have been that they are very aware of a typical car's content and make up. However, exhaust hot spots/missing heat shields were rarely mentioned in part (a). A few candidates did well in part (c) but this was also where many candidates did not appear to read the question properly and indicated that it was a wooden structure and not steel-reinforced concrete. Terminology such as 'spalling' and 'delamination' did not appear to be known by many candidates.

Question 3 Large goods vehicles are loaded and unloaded at a distribution depot.

Outline hazards associated with these vehicles during this loading and unloading process that should be considered in a workplace transport risk assessment. (10)

This question assessed candidates' knowledge and understanding of learning outcome 10.1: Outline the factors to be considered in a workplace transport risk assessment and the controls available for managing workplace transport risk.

Many candidates appeared to misread the question as it specifically asked for an outline of the hazards associated with the loading and unloading of large goods vehicles. Instead, many candidates focused on the work area of the yard, parking, pedestrian segregation security and so on. Other answers covered control systems such as signage, training of staff and drivers and maintenance of vehicles, and not the hazards associated with loading and unloading. A number of candidates considered the hazards associated with tankers unloading/loading flammable products.

Hazards specific to loading and unloading, such as the movement of fork lift trucks, would have gained marks. Hazards also included access to the cabs, moving tailgates and climbing while sheeting over loads.

Question 4 A disused chemical process plant is to be demolished to allow for the development of a large sports stadium.

Outline what should be considered in a pre-demolition survey for the site.

(10)

This question assessed candidates' knowledge and understanding of learning outcome 9.5: Explain the hazards and control measures, associated with demolition work.

This question was assessing *planning* aspects of demolition work. The syllabus refers to surveys of various sorts: *planning, structural surveys and surveys for hazardous substances, provision of working places and means of access/egress, use of method statements and permits-to-work, security of site boundaries and protection of the public.*

There is also a Tutor Reference to guidance that has some helpful information on pre-demolition surveys.

Most candidates confused their answers by addressing matters about the 'demolition phase' whereas the question was asking about the 'pre-demolition phase'. Marks were available for simple answers relating to age, construction materials, current stability, and suitability of materials for recycling/reclamation.

The importance of reading and re-reading the question carefully and understanding what it is asking before answering it, cannot be stressed enough.

Question 5 The control of risk when using work equipment relies on having trained and competent workers who are appropriately supervised.

(a) **Explain** the differences between training and competence. **(4)**

(b) A worker is being transferred to an unfamiliar machine.

Outline training that might be required. **(3)**

(c) **Explain** the relationship between competence and supervision. **(3)**

This question assessed candidates' knowledge and understanding of learning outcome 5.4: Explain the role of competence, training, information and supervision in the control of risks arising from the installation, operation, maintenance and use of work equipment.

This question caused difficulty for many candidates. It may be that candidates and course providers believe this to be a Unit IA topic and are consequently not prepared. Learning outcome 5.4 specifically concerns those aspects of training and competence that relate to the control of risks related to *work equipment*, and this was the context to the question.

In part (a) many candidates did not recognise the difference between training – structured learning to gain or enhance knowledge, and competence – the ability to perform a task safely and to a standard.

In part (b) very few candidates identified that workers need to be familiar with the safe system of work. Instead, candidates focused solely on the operation of the new plant.

Part (c) was challenging for most candidates who missed the key point that increased competence requires less supervision, instead explaining the characteristics of a competent supervisor.

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- Question 6** An electrical installation on a dairy farm needs replacing.
- (a) **Outline** what may have caused the deterioration of the existing electrical installation. (5)
- (b) **Outline** what should be considered when designing the replacement electrical installation to help avoid future deterioration. (5)
-

This question assessed candidates' knowledge and understanding of learning outcomes 4.3: Outline the main principles of the design and use of electrical systems and equipment in adverse or hazardous environments; and 8.3: Outline the issues relevant to the installation, use, inspection and maintenance of electrical systems.

Many candidates did not recognise that the electrical installation was on a dairy farm and therefore did not consider causes of deterioration specific to a farm.

In part (a) very few candidates mentioned wear of covers and housings or corrosion of housing.

Candidates found part (b) more challenging in that it required them to consider the design features of a replacement installation. Few candidates mentioned electrical designs with suitable supply and distribution with appropriate conductors, junction boxes and connections.

- Question 7** For a large supermarket with restaurant facilities:
- (a) **outline** automatic fire protection systems that should be in place. (6)
- (b) **outline** what should be considered when developing a safe means of escape for the supermarket. (14)
-

This question assessed candidates' knowledge and understanding of learning outcomes 3.2: Describe common fire detection and alarm systems and procedures; and 3.4: Outline the factors to be considered in providing and maintaining the means of escape.

In part (a) candidates did not answer the question asked, which was to outline automatic fire protection systems. Instead, many candidates referred to non-automatic devices such as hose reels and extinguishers which were not relevant to the question. Many candidates went on at length about the different types of detector but did not broaden out into smoke vents and automatic self-closing doors.

Many candidates also missed the difference between the types that could be used in the supermarket and the restaurant, eg smoke detectors are not ideal in food prep areas.

Although good marks were generally gained in part (b), some candidates outlined issues not relevant to developing a safe means of escape such as construction materials and fire resistance. Better answers raised the key points of type and number of people and issues round exit routes.

Question 8 Construction work is to take place in a rural area where electrical power for the site is to be gained from an existing 11kV overhead supply that cuts across the site on wooden poles.

Outline control measures that should be taken to help reduce risks associated with the:

- (a) overhead supply; (8)
- (b) supply of electricity on the site. (12)
-

This question assessed candidates' knowledge and understanding of learning outcome 8.4: Outline the main principles for safe working in the vicinity of high voltage systems.

It appears that electrical safety was not well understood by candidates sitting this paper. There were some interesting answers in part (a) about putting fencing around the wooden poles and keeping away from them in wet weather as they would become live. Also, there were the generic answers such as not going too near the cables and only using trained operatives. There was a distinct lack of the additional technical detail required at diploma level.

In part (b) many candidates approached their answers more in terms of using electrical equipment on site, as opposed to the question which was about the *supply of electricity to the site*.

Many candidates focused on skilled workers and personal protective equipment rather than what was required, which was the system safety – for example, separated extra low voltage, protective devices and control of powered equipment.

The advice to candidates and course providers is that this is a part of the syllabus that needs to be given more attention.

Question 9 Workers are using lathes to make metal components.

- (a) **Identify FIVE** types of mechanical hazard associated with lathes **AND give** a practical example of **EACH**. (10)
- (b) **Outline** control measures that help reduce risks associated with lathes. (10)

*Candidates only need to relate answers to lathes and **not** computer numerically controlled (CNC) lathes.*

This question assessed candidates' knowledge and understanding of learning outcome 6.2: Outline the principal generic mechanical and non-mechanical hazards of general workplace machinery.

In part (a) most candidates identified five hazards with appropriate examples and were awarded good marks.

On the whole, good answers were provided for part (b), with candidates outlining the common control measures such as emergency stop and correct maintenance. The controls specific to the lathe itself were rarely identified. For example, secure cutting tool and correct design standards.

Some basic familiarity with the machines listed in learning outcome 6.2 of the syllabus, ie drills (radial arm, pedestal), circular saws, guillotines, disc sanders, abrasive wheels, lathes, automatic doors and gates, mechanical and hydraulic presses, portable power tools, CNC machines, and robotics, is essential.

Question 10 A mobile crane is to be used to erect a new telecommunications aerial on the roof of a three-storey office building.

Outline precautions that should be taken to help reduce risks to anyone at ground level who may be affected by the operation. **(20)**

This question assessed candidates' knowledge and understanding of learning outcome 7.2: Outline the main hazards and control measures associated with lifting equipment.

This question was quite popular and many candidates could visualise the situation and talked about the crane, the surrounding area and the lift, although they did not go into enough detail on these aspects for an 'outline' question.

Many answers focused on the work at height on top of the building rather than protecting those at ground level. There was no mention of liaison with police, road closures or provision of adequate space with appropriate lighting for the operation.

The part of learning outcome 9.2 that appeared to be not well understood was *'the relevance of site layout; access and egress; protection of the public'*.

Candidates and course providers need to be mindful that the requirement is not just for the protection of workers but also members of the public.

Question 11 On construction sites, **outline** the roles and responsibilities of the:

- (a) principal contractor; **(6)**
 - (b) designer; **(4)**
 - (c) contractors; **(5)**
 - (d) client. **(5)**
-

This question assessed candidates' knowledge and understanding of learning outcome 9.2: Outline the principal duties and specific responsibilities for the effective management of health and safety on construction sites.

This is a part of the syllabus that complements aspects of Unit IA (especially learning outcome IA2.2: The purpose of enforcement and laws of contract). However, the focus in Unit IC is on the application to *construction* activities.

This question appeared to be the most challenging on Section B and was either avoided completely or attempted unsuccessfully. Candidates either confused the roles or did not have sufficient knowledge of the duties to be awarded many marks.

Part (a), the principal contractor, was the highest scoring of the roles and candidates appeared to understand what was required from this role.

Part (b) was not well answered with candidates frequently missing the duties to identify/eliminate/control foreseeable risks and liaison with the client and the principal contractor.

Part (c) was slightly better answered, again due to the similarities/links with the principal contractor. Complying with the relevant parts of the construction phase plan was rarely mentioned, neither was the duty to monitor/manage work under their control.

Part (d) appeared to be the role that candidates knew least about. Preparing pre-construction information was never mentioned, neither was ensuring the designer and principal contractor carried out their duties.

Examination technique

The following examination techniques are consistently identified as the main areas in need of improvement for candidates:

Candidates misread/misinterpreted the question

Careful and thorough preparation for the examination is vital for candidates. Accredited course providers should assist candidates in setting out and applying sound revision and examination practice and preparation techniques to ensure that they are well prepared for the examination. This includes ensuring that candidates carefully read the question to determine exactly what is being asked and answer accordingly.

Examiners noted that there was evidence of candidates not understanding the question that was asked and therefore providing an answer that was not relevant to the question.

The range of English language skills demonstrated in the examination by candidates varies enormously. Examiners often find themselves faced with scripts where candidates do not appear to have understood the question and struggle to write a coherent answer in English. Candidates for this examination should satisfy the required IELTS Level 7 language requirements. Course providers are reminded that it is incumbent on them to provide appropriate advice and guidance to candidates to help ensure that they stand a reasonable chance of success in the study of the NEBOSH Diploma.

There were numerous examples of quite long, detailed answers that suggest practical experience but do not focus on the question being asked. This may be a result of candidates either not reading the question properly, or because of possible language issues where candidates do not understand what the question is asking.

The examination is assessing candidates on their understanding of 'managing' health and safety and a number of candidates did not seem to grasp this resulting in long, detailed answers on such issues as 'what to look for in an audit' rather than how to prepare for and manage an audit.

Examiners ask questions based on the syllabus. Points, no matter how valid, but unrelated to the question being asked, will not attract any marks. Candidates should note that where there is emphasis in a question (eg by the use of italics) it is to guide candidates towards a particular point. Reading and re-reading the question encompasses taking due note of this emphasis.

Candidates' handwriting was illegible

The examination situation is a stressful time for candidates and while the examination is not a test of the English language or handwriting, scripts must be legible for Examiners to mark them fairly. As the examination progresses, candidates can become both mentally and physically tired. In an increasingly electronic age, professional people do not have the same need to write text in longhand. However, to pass this examination it is an essential and necessary part of the preparation to rehearse writing questions in full and in the time allocated.

When practicing examination technique, candidates should hand-write their answers and get feedback from their course providers on legibility (as well as how they performed).

Course providers need to identify those candidates whose handwriting is illegible and provide them with appropriate advice. Examiners cannot award marks for answers that they are unable to read.

Candidates unnecessarily wrote the question down

There are 15 minutes to answer a 10-mark question in Section A and 30 minutes available to answer a 20-mark question in Section B of the question paper. This time will be required for reading, re-reading and understanding the question, developing an answer plan on the answer booklet and finally committing the answer to the answer booklet. The efficient use of time is essential in order to answer the 9 questions within the 3 hours available. The majority of Examiners reported that candidates felt it necessary to write the question out in full, before providing the associated answer, and this limits the time available. Course providers should remind candidates that it is not necessary to include a question with their answer.

Good examination technique is followed where the candidate frames the answer in the context of the question, rather than rewriting the whole of the question. As with the other examination technique points above, good examination technique is developed through practice and good preparation.

Candidates repeated the same point but in different ways

In some cases candidates tended to make the same point more than once, eg training. Once a valid point has been made and the mark awarded Examiners will not be able to award the mark again. Unless otherwise stated, most questions require candidates to respond with a wide range of issues to gain high marks. Consequently candidates should take care when using terms that contain numerous points that should be made separately.

Accredited course providers should brief candidates on examination technique by way of understanding what points are mark worthy in an answer and those that are not.

Candidates did not respond effectively to the command word

A key indicator in an examination question will be the command word, which is always given in **bold** typeface. The command word will indicate the depth of answer that is expected by the candidate.

Generally, there has been an improvement in response to command words, but a number of candidates continue to produce answers that are little more than a list even when the command word requires a more detailed level of response, such as 'outline' or 'explain'. This is specifically addressed in the following section dealing with command words, most commonly failure to provide sufficient content to constitute an 'outline' was noted. Failure to respond to the relevant command word in context was also a frequent problem hence information inappropriate to the question was often given.

Course exercises should guide candidates to assessing the relevant points in any given scenario such that they are able to apply the relevant syllabus elements within the command word remit.

Candidates provided rote-learned responses that did not fit the question

Examiners report a high incidence of candidates writing down answers they have memorised from previous Examiners' Reports. These answers often relate to a similar, but different question, to which the memorised answer is not wholly applicable. For example, it may require a different aspect of the topic or relate to a different scenario.

Candidates are expected to apply their knowledge and understanding to the actual question given, not the question they think they see. This is why it is extremely important that candidates understand and are able to apply their knowledge, and not just memorise. Course providers should help candidates apply their knowledge to a range of different scenarios to aid understanding of the topic.

Candidates did not allocate enough time to the question

Some candidates were unable to give answers of sufficient depth to warrant good marks and sometimes spent more time on questions carrying fewer marks than was warranted by the command word.

Candidates need to take note of the fact that answers in Section A are worth 10 marks and those in Section B are worth 20 marks. The Examiners' expectation is that more detailed answers are required in Section B. Some candidates spend a disproportionate amount of time in writing long answers to Section A questions at the expense of time spent on the more in-depth answers demanded in Section B. Proper preparation and 'mock' examinations can help to correct this.

Accredited course providers should ensure that candidates are given adequate opportunity to develop examination skills to ensure that answers are provided to the depth and breadth required.

Structured Answers

It is important for candidates to structure their answers as this helps cover all the requirements of the question without losing focus. It is good examination technique to look for the principles or the concepts that underpin the topic and to use those as a basis for delivering a structured answer.

Candidates answered by posing a question

Candidates need to resist the temptation to present their answers as merely a series of questions. 'Outline' requires candidates *'To indicate the principal features or different parts of'* and this is not done through posing questions to the Examiners.

Command words

Please note that the examples used here are for the purpose of explanation only.

The following command words are listed in the order identified as being the most challenging for candidates:

Outline

Outline: To indicate the principal features or different parts of.

Most candidates are familiar with the requirements of 'outline'. However, a number of candidates expect that by listing or giving bullet points that will be sufficient. At this level of qualification candidates are expected to be able to construct sentences around their answers.

An 'outline' question requires candidates to give the main issue and then provide the key features in the context of the question. Where a question that requires candidates to '**outline** the issues to be addressed in the development of an audit system' the response should provide adequate context to the issues in order to gain the marks. An answer that merely includes issues such as 'scope, training, commitment, etc' will not gain good marks since while the issues are relevant there is no context to the issues in relation to the question asked.

Candidates should provide context to the point being made to demonstrate understanding of the subject.

As required by a Diploma level qualification candidates should be able to demonstrate a detailed understanding of the subject matter and therefore be able to summarise and contextualise technical points in the field of health and safety. Those candidates who did provide good outlines to questions demonstrated understanding of the topic without going into too much detail.

If asked to '**outline** the purpose of local exhaust ventilation' in a given scenario, an answer such as 'contaminant removal, exposure limits' would be insufficient as this represents a listed answer. However, removal of contaminant at source (as far as possible) and ensuring exposure limits are not exceeded would higher gain marks.

If asked to '**outline** how health risks from exposure to lead should be managed...' in a given scenario, an answer such as medical tests, PPE, RPE would be insufficient as this represents a listed answer. However, surveillance tests for lead in blood/urine, the use of PPE such as overalls, the use of RPE such as respirator with appropriate particulate/fume filters would gain marks.

Explain

Explain: To provide an understanding. To make an idea or relationship clear.

Many candidates are still not properly prepared for this command word. A list of points (no matter how relevant) will not satisfy Examiners when the command word is 'explain'. So for example, where candidates were asked to explain the circumstances where heat and smoke detectors would be inappropriate, Examiners were looking for candidates to explain that heat detectors would be inappropriate in environments where temperatures fluctuate suddenly during normal work activities. Just saying 'workshops', for example, is not enough to provide an answer to an 'explain' question.

Commonly, candidates do not provide adequate detail in relation to this command word, eg '**explain** limitations of relying on accident numbers only as a measure of health and safety performance'. An appropriate response would provide the reader with reasons why relying solely on accident numbers would not provide a comprehensive view of the organisational performance in health and safety, eg accident numbers do not indicate incidence of ill-health and accident data may go up following initiatives following underreporting, etc.

Candidates are generally unable to provide clear answers where this command word is used but that may be due to lack of knowledge rather than not understanding what is required, since an explanation requires the candidate to provide reasoning for their answer. For example, when a question specifies 'explain' the candidate is required to provide an understanding or make clear an idea or relationship. For example '**explain** how malaria is transmitted to humans'. If a candidate responded with *mosquito bites humans* this would be insufficient to merit full marks as this does not provide a deep enough understanding or relationship from the specified command word or the context in which the question is asked. However, a candidate would get full marks if they elaborated on this stating that the disease originates with the plasmodium parasite that is then transmitted to humans via a bite from a feeding female mosquito that carries it; the parasite then transferring to the human blood stream, travelling to the liver.

Describe

'Describe. To give a detailed written account of the distinctive features of a subject. The account should be factual without any attempt to explain.'

Candidates are required to provide a word picture in response to this command word and therefore the candidate needs to have a good understanding of the subject of the question in the examination in order to gain good marks. Typically, a limited response to this command word will be an inadequate amount of detail in the answer.

For example, when asked to describe the contents of a safety policy candidates should provide the Examiner with relevant information about the contents of the policy, eg 'the policy should contain details of the organisational commitment to health and safety'. This would be supported with specific targets and commitment resource to ensuring compliance as a minimum but developing the health and wellbeing of the employees, etc'. An answer that goes no further than listing the subjects of to be covered in the policy would not attract good marks in the examination.

In the examination, lists and single word answers will rarely satisfy the requirement of the Examiners in terms of answering the question at this level. It is noticeable that the well prepared candidate has less trouble deciphering command words and tends to gain good marks whereas those candidates who use single word answers will tend not to have the knowledge to write anything further in the context that is required.

Give

Give: Only a short answer is required, not an explanation or a description.

'Give' is normally used in conjunction with a further requirement, such as '**give** the meaning of' or '**give** an example in **EACH** case'.

In some circumstances candidates may spend too much time giving unrequired detail in response to this command word. It is often used in conjunction with the meaning of a phrase or statement and candidates can over-elaborate the required answer. Time management is important in the examination and candidates should ensure that they respond with appropriate brevity where the command word and available marks suggest that is all that is required.

When asked to '**give** the meaning of motivation', it would appropriate to say that 'motivation is the driving force that leads an individual to behave in a certain way'. It would not be appropriate to discuss in detail different motivational theories.

On the whole most candidates respond well to this command word, often by offering a definition. There is evidence where candidates go into too much detail that left those candidates writing large amounts of text for very few marks.

Identify

Identify: To give a reference to an item, which could be its name or title.

As with 'give' above it is not uncommon for candidates to over-elaborate their answers in response to this command word. It is adequate for a candidate to provide the key point to the Examiner without further developing the point with supporting theory or examples unless they are specifically asked for.

When providing a response to 'identify' the mental selection and naming of an answer that relates to the question should be sufficient. In most cases, one or two words would be sufficient to be awarded corresponding marks. Any further detail would not be required and impacts negatively on the time limit for completing the examination. For example, if the question was '**identify** possible effects on the body when someone is exposed to lead' suitable responses would include developmental effects in unborn babies, anaemia, nausea/vomiting in order to be awarded a mark.

For additional guidance, please see NEBOSH's '*Guidance on command words used in learning outcomes and question papers*' document, which is available on our website: www.nebosh.org.uk/students/default.asp?cref=1345&ct=2.