
Examiners' Report

UNIT GC2: CONTROLLING WORKPLACE HAZARDS

MARCH 2018



For: **NEBOSH National General Certificate in Occupational Health and Safety**
NEBOSH International General Certificate in Occupational Health and Safety

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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.

This report has been prepared to provide feedback on the standard date GC2 examination sat in March 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 National General Certificate in Occupational Health and Safety' and 'Guide to the NEBOSH International General Certificate in Occupational Health and Safety' which are available via the NEBOSH website. In particular, the guides set out in detail the syllabus content for GC2 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 GC2 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit GC2

Controlling workplace hazards

- Question 1** As part of a general refurbishment, air conditioning units are to be installed on the roof of a two-storey office building. The units will be lifted on to the roof by a mobile crane situated at ground level.
- (a) **Outline** control measures that will be necessary in order to carry out the lifting operation safely. (12)
- (b) **Outline** control measures to help reduce the risk to the workers on the roof. (8)

This question assessed candidates' knowledge and understanding of learning outcomes 1.5: Explain the hazards and control measures for safe working at height; and 3.4: Explain the hazards and the precautions and procedures to reduce the risk in the use of lifting and moving equipment with specific reference to powered load handling equipment.

This question involved a common workplace scenario that included both working at height on a roof and the use of powered lifting equipment. In part (a) candidates who approached this by considering the people involved, the equipment being used, the materials and loads being lifted together with the working environment, would have developed scope for the required breadth of answer (number of points raised), which with a sufficient outline (depth of answer) would have gained reasonable marks. Many candidates did include reference to ground conditions, competent persons, inspection and condition of equipment and attachment of the load with generally sufficient outlines and overall reasonable marks were awarded for part (a). However, answers did seem quite generic to any lifting operation which, while marks would be awarded, it was the candidates who included measures specific to the question such as sufficient radius for the mobile crane, the use of tag lines and weather consideration, who gained better marks.

Part (b) of this question focused attention on the safety of the workers on the roof, again with the requirement to outline control measures. Candidates who understood that the breadth of working at height will include both access to the place at height, in this case the roof, and the safety of workers on the roof itself, together with the need to prevent falls of people and materials gained above average marks. Such answers would have included reference to the use of scaffolding as access, edge protection and mechanical hoists for raising materials, for example.

Some candidates had difficulty in keeping their answers confined to the appropriate part of the question, with some answers relevant to part (a) being given in part (b) and vice versa. In which case marks could not be awarded. Other candidates rigidly followed the hierarchy of controls and suggested that this work should not be carried out at height at all and other candidates focused too much attention on procedures such as permit-to-work, rather than the practical control measures required.

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- Question 2**
- (a) **Outline** ways in which exposure to hazardous substances in the workplace can be monitored. (3)
- (b) *Other than* the results of monitoring, **identify** sources of information that could help when carrying out an assessment of the risks from exposure to substances hazardous to health. (5)
-

This question assessed candidates' knowledge and understanding of learning outcome 7.2: Explain the factors to be considered when undertaking an assessment of the health risks from substances commonly encountered in the workplace.

This question was not particularly well answered with only a few candidates gaining more than half of the marks available.

In part (a) the few candidates who could break down substance monitoring into both individual and workplace and then further breakdown individual into health surveillance and biological monitoring and divide workplace monitoring into static and personal, gained good marks. The majority of candidates could give little more than health surveillance with mainly limited outlines.

Part (b) appeared challenging to candidates with few providing more than hazard data sheets and product labels in their answers, thus limiting the marks that could be awarded. Only a small number of candidates could expand their answer to include relevant legislation and exposure tables.

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- Question 3** **Outline** the content of a training course for workers following the introduction of new fire extinguishers. (8)
-

This question assessed candidates' knowledge and understanding of learning outcome 6.4: Outline the appropriate fire alarm system and fire-fighting arrangements for a simple workplace.

A number of candidates incorrectly answered this question as 'how to organise a training course', such as adequate location, refreshments and signing-in sheets; while other candidates gave detailed accounts of the fire triangle and the theory of fire and fire spread. This could be due to candidates misreading the question, which underlines the need to read the question sufficiently in order to gain an understanding of the expected learning outcome.

Those candidates who did gain marks for this question gave a reasonable breadth of answer and included reference to classifications of fire and the relevant extinguishing medium, together with reference to releasing, holding and operating the appropriate fire extinguisher. Only a few answers included reference to limitations of portable fire extinguishers.

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- Question 4** Employers are required to provide adequate information, instruction and training in the safe use of work equipment.
- (a) **Identify** categories of worker who should receive information, instruction and training on the safe use of work equipment. (3)
- (b) **Outline** content that could be included in such information, instruction and training. (5)
-

This question assessed candidates' knowledge and understanding of learning outcome 4.1: Outline general requirements for work equipment.

In part (a) a brief reference to categories such as users, supervisors and maintenance staff would have been sufficient to gain the marks available, as was the case in the majority of candidates' answers. However, some candidates gave a selection of job titles as their answer and would not have gained any marks as a result.

Part (b) proved more challenging to candidates. Many candidates did provide answers relating to the content of information, instruction and training, but this tended to be general references without any relevance to the safe use of work equipment. The candidates who could relate to hazards of work equipment such as moving parts, controlling powered work equipment such as starting and stopping, and use of guards gained the marks available.

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- Question 5** *Other than* those associated with the physical environment, **outline** possible work-related causes of increased stress levels among workers associated with:
- (a) demands; (2)
- (b) control; (2)
- (c) support; (2)
- (d) role. (2)
-

This question assessed candidates' knowledge and understanding of learning outcome 8.4: Outline the meaning, causes and effects of work-related stress and appropriate control measures.

Psychological disorders, including stress is a leading cause of workplace ill-health and this question required candidates to outline four causes of stress that are included in the Stress Management Standards.

All elements of this question were not answered well by the majority of candidates, with many of the responses involving turning the question into an answer, such as 'stress is affected by the demands of the work' or 'stress is caused by not providing control or support'. Very few candidates gave any context in their answers and few marks were awarded as a result.

A small number of candidates had a better understanding of this subject and were able to give examples within all four sections linked to the Stress Management Standards. For 'demands', work patterns, shift work in particular, was identified. Answers for 'control' in general were well covered, although some candidates commented on workers who have control over people being subject to stress. 'Support' answers focused on a lack of support from management with work-related problems, and 'role' answers that included conflict, for example, gained marks.

Question 6

A worker is required to visit a client's premises in order to carry out urgent repairs. The journey will be made by car on public roads at the end of the worker's normal shift. The journey is expected to take several hours.

Outline control measures that would help reduce the risk of a work-related road traffic incident.

(8)

This question assessed candidates' knowledge and understanding of learning outcome 2.2: Outline the factors associated with driving at work that increases the risk of an incident and the control measures to reduce work-related driving risks.

Many candidates answered this question well, gaining above average marks. Most answers identified the factors of the journey length and the need to plan the drive and the need to communicate with base using mobile phones, for example. Better answers also gained marks for recognising the need to have the vehicle in a safe condition checked and maintained to a road-worthy standard.

Considering that this question related to the control measures for driving on public roads, a number of candidates provided answers that related to internal traffic management, including maintaining roads, installing lighting, hi-visibility clothing and crossing points, none of which would have gained any marks.

Question 7

To reduce the risk of musculoskeletal disorders and back injuries, postal workers have been provided with manually operated trolleys to carry post during their delivery rounds.

Outline what should be considered when carrying out a manual handling assessment of the use of the trolley.

(8)

This question assessed candidates' knowledge and understanding of learning outcome 3.2: Explain the hazards and control measures which should be considered when assessing risks from manual handling activities.

This question related to a manual handling assessment and those candidates who applied the TILE approach (Task, Individual, Load and Environment) to manual handling assessments should have gained good marks. Some candidates confused factors associated with the task and load which did not gain marks. Most marks were awarded for factors associated with the load, primarily the size and weight, with better answers also including environmental factors such as weather.

Although many candidates followed the TILE approach, some can made no reference to the scenario and did not relate the answers to the trolley, limiting their marks. A few candidates saw the term 'manual handling' in the question and outlined a safe lifting technique, which has no relevance to the question and marks could not be awarded.

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- Question 8**
- (a) **Identify** ill-health conditions associated with exposure to legionella bacteria. (2)
 - (b) **Outline** workplace circumstances that lead to legionella bacteria being present in a water system. (4)
 - (c) **Outline** ways in which people can be exposed to legionella bacteria. (2)
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This question assessed candidates' knowledge and understanding of learning outcome 7.5: Outline the hazards, risks and controls associated with specific agents.

The learning outcomes for this element of the syllabus includes a number of biological agents including the leptospira bacteria. Many candidates appeared to misunderstand part (a) and gave answers relating to leptospirosis for which no marks could be awarded. This confusion between legionella and Weil's disease is a recurring error that has been covered in previous Examiners' Reports. Other answers that only gained a few marks gave generic answers about feeling unwell with flu-like symptoms, nausea and vomiting, with few candidates recognising the pneumonia symptoms. A few better answers included Legionnaires' disease and gained the mark available.

Answers to part (b) again included incorrect reference to leptospirosis with many answers referring to rats' urine in streams rather than the conditions for legionella in water systems, such as sludge. Some candidates gained higher marks by recognising the need for there to be stagnant water, for example.

In general, part (c) was not answered well, with many answers based around open cuts and poor hygiene. Very few candidates recognised the inhalation route from water droplets.

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- Question 9**
- (a) **Outline** mechanical hazards associated with the use of a bench-top grinder. (3)
 - (b) **Outline** control measures to help reduce the risk of injury to operators of bench-top grinders. (5)
-

This question assessed candidates' knowledge and understanding of learning outcomes 4.3: Describe the main mechanical and non-mechanical hazards of machinery; and 4.4: Explain the main control measures for reducing risk from machinery hazards.

A bench-top grinder is one of the specifically named items of work equipment that is included in the syllabus, for which candidates are expected to know basic hazards and control measures.

In part (a) many candidates could identify generic mechanical hazards associated with machinery, such as entanglement and drawing in. However, candidates had difficulty in relating these hazards to a bench-top grinder and therefore did not include a sufficient outline of what would cause entanglement, or what could cause exposure to a drawing-in hazard. Some candidates confused mechanical hazards with non-mechanical hazards.

In part (b) many candidates limited their answer to a number of various guard types and protective systems, with no reference to, or no relevance to, a bench-top grinder. Better answers that gained adequate marks included reference to controls such as grinding wheel speed and correct wheel size.

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- Question 10** Portable electrical equipment should be in good condition and free from defect.
- (a) **Outline** features of portable electrical equipment that should be checked by the user before use. (6)
- (b) **Identify** additional features of portable electrical equipment that should be inspected during periodic formal inspection by an appointed person. (2)
-

This question assessed candidates' knowledge and understanding of learning outcome 5.2: Outline the control measures that should be taken when working with electrical systems or using electrical equipment in all workplace conditions.

Maintaining portable electrical equipment may include pre-user checks and periodic formal inspections by an appointed person. Part (a) was generally well answered by most candidates who gained above average marks. Answers included that cables and plugs should be free from damage and that internal cable wires should not be exposed. Better answers also included the presence of PAT testing labels.

Part (b) looked at the additional features of electrical equipment that might be formerly inspected by an appointed person. During such inspections, the plug can be opened and the fuse checked, together with the security of the cord grip. However, in almost all cases, answers to part (b) were limited to checking the fuse rating.

- Question 11** **Identify** types of hazard that may cause slips and trips in a workplace. (8)
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This question assessed candidates' knowledge and understanding of learning outcome 1.4: Explain the hazards and control measures for the safe movement of people in the workplace.

Many candidates who attempted this questions gained good marks by recognising spillages and floor surfaces can cause slips. Many candidates also recognised that trips could be caused by defective floor conditions such as potholes and/or changes in level such as stairs or kerbs. The majority of candidates also understood that poor housekeeping of cables and obstruction in walkways can cause slips and trips. Better answers also included lighting conditions and inappropriate footwear in their answer and gained further marks accordingly.

Examination technique

The following issues are consistently identified as the main areas in need of improvement for candidates taking Certificate level qualifications:

Candidates misread/misinterpreted the question

Candidates misreading or misinterpreting the question is by far the most common cause of candidates not gaining the maximum marks available.

NEBOSH questions are systematically and carefully prepared and are subject to a number of checks and balances prior to being authorised for use in question papers. These checks include ensuring that questions set for the Certificate level qualifications relate directly to the learning outcomes contained within the associated syllabus guides. The learning outcomes require candidates to be sufficiently prepared to provide the relevant depth of answer across a broad range of subject areas. For example, a candidate could be asked about the causes of stress, or could be asked about the effects of stress. A question could require a response relating to the principles of fire initiation, or a question could require a response relating to the spread of fire. Therefore, a candidate should focus not only on the general topic area (eg stress, fire) but also the specific aspect of that subject to which the question relates.

Candidates must also pay attention to the command word. For example, a question could ask candidates to '**identify** the hazards associated with demolition work', or a question from the same element could ask candidates to '**outline** the control measures required during demolition work'. Candidates appear to focus solely on the object of the question (demolition) and do not pay sufficient attention to the subject (hazards or control measures in the examples given) or the command word ('identify' or 'outline' in the examples given). There is often some confusion between hazard and risk. If a question requires an outline of hazards for a given situation, candidates must be careful not to provide risks, or even in some circumstances precautions, as they will not be able to attract marks.

Examiners suggest that while many candidates do begin their answer satisfactorily and perhaps gain one or two marks, they then lose sight of the question and include irrelevant information. Although further points included in an answer can relate to the general subject area, these points are not focused on the specific learning outcome and marks cannot be awarded. However, some candidates appear to misread or misinterpret several questions. This situation is more likely due to candidates preparing for the examination with a number of memorised answers obtained through rote-learning, that again can provide answers that are loosely associated with the subject matter but do not provide answers specific to the question. Such an approach is clearly evident to an Examiner and demonstrates little understanding of the subject matter and marks are not awarded.

Candidates are advised to allow sufficient time to read and re-read the question in order to determine the key requirements prior to committing their answer to paper. Preparing a time plan before the examination will indicate how many minutes are available for each question and then part of this time allocation can be given to reading the question. Underlining or highlighting key words can assist in keeping focused on the salient points and simple mind maps or answer plans can also be useful. Maps and plans should be kept simple so as not to use up too much examination time.

Candidates did not respond effectively to the command word

A key indicator a 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 and relates to the amount of detail that should be included in each point of the answer.

The learning outcomes in each element of all syllabus guides include the relevant command word that dictates the level of detail that should be covered in a course of study and the depth of answer that a candidate would be expected to provide in an answer to an examination question.

Examiners report that candidates continue to incorrectly observe the command words and therefore compromise their ability to gain the marks available. The majority of cases where command words are not observed relate to insufficient detail being given by a candidate in their examination answer. A significant number of candidates, irrespective of the command word given in the question, provide all answers in the form of a brief list of one or two words. This would normally not be sufficient to gain marks where the command word given was 'outline', 'explain' or 'describe', all of which require answers of more than one or two words.

Some candidates do provide too much information, which would not be required where a command word limits the expected answer to 'give' or 'identify'. Candidates would not be penalised for providing excessive detail but this would not be an efficient use of the time allocated.

Course providers should ensure that learning materials complement the command words in the syllabus guide and the NEBOSH guidance on command words and that sufficient time is given to advising candidates on suitable examination technique during a course of study.

Candidates unnecessarily wrote the question down

Developing a time plan is a key element in preparing for an examination. Advice included on Certificate question papers suggests that 30 minutes should be allocated for the answer to the long 20-mark question, and 90 minutes should be allocated to the answers for the remaining ten, 8-mark short questions. Therefore there are around 9 minutes available to answer an 8-mark question. This time will be required for reading the question properly at least twice, developing an answer plan, and then committing the answer to paper while regularly referring back to the question in order to maintain focus. Therefore any inefficient use of this time should be avoided.

The efficient use of this time is essential in order to ensure that all questions can be answered within the 2 hours available. Many candidates feel it necessary to write out the question, in full, prior to providing their answer and although this practice will not lose marks it will lose valuable time. A significant number of candidates do not answer all of the questions in the time permitted and do not complete the question paper, some of whom obviously run out of time.

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

It is clear that there are a significant number of candidates who seem to recite answers in the examination that have been rote-learned in advance and do not answer the question.

While knowledge of material forms a part of the study for a Certificate-level qualification, a key aspect being assessed is a candidate's **understanding** of the subject and reciting a pre-prepared and memorised answer will not show a candidate's understanding. In fact, if a candidate gives a memorised answer to a question that may look similar, but actually is asking for a different aspect of a topic in the syllabus, it shows a lack of understanding of the subject and will inevitably result in low marks being awarded for that answer.

Candidates repeated the same points but in different ways / Candidates provided the same answer to different questions

There are instances where candidates repeat very similar points in their answers, sometimes a number of times. This is easily done in the stressful environment of the examination. However, once a point has been successfully made and a mark awarded for it, that mark cannot be awarded again for similar points made later in the answer.

Candidates are advised to practise examination technique in their preparations to avoid this kind of pitfall. Writing an answer plan where points can be ticked off when made, or structuring an answer so that each point made is clearly shown, for example by underlining key points, can be of great use. This technique aids candidates and makes it much clearer in the stress of the examination for candidates to see which points have been made and reduce the chances of the same point being made several times.

Candidates did not answer all of the questions

It has been noted that a number of candidates do not attempt all of the questions and of course where a candidate does not provide an answer to a question, no marks can be awarded. This seriously affects the potential marks available and the possibility of achieving a pass. Course providers must emphasise the importance of attempting all questions in order to maximise the opportunity to attract marks.

There can be several reasons for this issue: running out of the allocated time for the examination, not knowing the answer to the question, or forgetting to answer a question.

Questions can be answered in any order and answers can be written in any order in the answer book provided. Candidates are advised to clearly keep track of questions they have attempted, such as

marking them on the question paper that would minimise the risk of inadvertently missing a question to answer.

If the subject of the question is unfamiliar or the answer is not known, then it will be challenging to provide an answer. This can result from rote-learning and preparing for an examination with a number of memorised answers, or simply not being adequately prepared for the examination across the breadth of the syllabus. There is always the risk of a candidate 'going blank' in an examination situation, in which case candidates should be prepared with some techniques to help. Rather than trying to remember what was taught or what has been read, ask yourself 'what would I do, in this situation?'. Reference to personal application or experience is sometimes enough to stimulate an answer that otherwise may have been missed. Alternatively, candidates can go back to first principles and break a question down into elements such as 'people', 'equipment', 'materials' and the 'working environment'. Approaching a question in small sections can minimise the risk of being overwhelmed by it as a whole.

Running out of time can be avoided by having an examination time plan and working to it. The question paper advises that you should spend 30 minutes on the long answer (question 1) and 90 minutes on the remaining ten short answer questions. This will provide around 9 minutes per short answer, follow the clock and when the time per question has expired, move on. Answering a question partly is better than not answering at all.

Candidates did not allocate enough time to the question / Time management

In a number of cases question 1 is left until last or later in the question paper and does not appear to be answered completely. Other candidates appear to rush the last one or two questions by providing very brief or bullet point answers, even when these questions require an outline. This indicates a lack of time management. It is advised that course providers and candidates spend time developing the skill of writing answers to questions bearing in mind the number of marks and time available. A 20-mark question requires significantly more detail than an 8-mark question.

Candidates might benefit from writing abbreviations to save time and to recognise that there is no need to write out the question at the beginning of their answer. Standard abbreviations such as HSE, RIDDOR, COSHH, PPE and DSE are acceptable.

Candidates' handwriting was illegible

Sometimes Examiners have difficulty in reading the handwriting of some candidates. Although allowances are made for candidates under the pressure of an examination, course providers must remind candidates that their writing needs to be legible or valuable marks may not be picked up during marking.

There is a minimum literacy requirement for candidates on NEBOSH qualifications. As stated in the syllabus guides the standard of English required by candidates studying for Certificate level must be such that they can both understand and articulate the concepts contained in the syllabus.

NEBOSH recommends to accredited course providers that candidates taking this qualification should reach a minimum standard of English equivalent to an International English Language Testing System score of 6.0 or higher in IELTS tests in order to be accepted onto a Certificate level programme.

For further information please see the latest version of the IELTS Handbook or consult the IELTS website: <https://www.ielts.org/about-the-test/test-format>

Candidates wishing to assess their own language expertise may consult the IELTS website for information on taking the test: <https://www.ielts.org>

Course providers are reminded that they must ensure that these standards are satisfied or additional tuition provided to ensure accessible and inclusive lifelong learning.

Command words

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

Outline

The command word 'outline' is by far the most challenging for candidates. Referring to the NEBOSH guidance on command words available on the NEBOSH website, 'outline' means *"To indicate the principal features or different parts of"*.

Many candidates do not give sufficient detail in order to warrant an 'outline' answer. The NEBOSH guidance on command word states that *"an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question"*.

If the use of the command word in everyday language or conversation is considered it may help the candidate understand what is required. If asked to '**outline** the risks to an operator when manually closing a valve' an answer such as 'cuts, bruises, burns and strains' would be insufficient as this represents a listed answer. However, 'cuts from contact with sharp edges of the hand wheel, bruises from impact with adjacent plant items, burns from contact with adjacent uninsulated pipe work and strains from using excessive force' would be sufficient.

Explain

The command word 'explain' requires the candidate to provide an understanding of the subject of the question and will usually be used in conjunction with 'why' or 'how'. Such as '**explain** how an interlocked guard operates' or '**explain** why a forklift truck may overturn'.

Some candidates approach an 'explain' question the same as an 'outline' and provide a number of individual points rather than providing an explanation as to how something operates or why something occurs. While some candidates do answer such questions sufficiently and satisfactorily, other candidates have difficulty in explaining in a logical sequence and many repeat the same point.

Identify

'Identify' questions require the name or title of an item, such as, '**identify** the effects of electricity on the human body', or '**identify** the features of a vehicle route'. In most cases one or two words will be sufficient and further detail will not be required to gain the marks.

For example, if asked to '**identify** types of equipment found in an office' appropriate answers could be personal computer, printer, telephone, photocopier, etc. There would be no need to embellish those points with a description of the equipment or its function.

However, in contrast to 'outline' answers being too brief, many candidates feel obliged to expand 'identify' answers into too much detail, with the possible perception that more words equals more marks. This is not the case and course providers should use the NEBOSH guidance on command words within their examination preparation sessions in order to prepare candidates for the command words that may arise.

Describe

The command word 'describe' clearly requires a description of something. The NEBOSH guidance on command words says that 'describe' requires a detailed written account of the distinctive features of a topic such that another person would be able to visualise what was being described.

If asked to describe the clock in the examination room, a person would have little difficulty in doing so and would most probably refer to its shape, its size, the colour of the clock and the style of numerals. Answers to such a question would almost certainly not result in general unconnected information about clocks, the history of clocks, or an explanation of why the clock is present in the room. Candidates should consider the general use of the command word when providing examination answers.

Give

'Give' questions require a statement that is relevant to the subject asked for in the question but additional explanation is not required. Often, 'give' questions ask for the meaning of a particular term. While detailed explanation of the application of the term would not be required, a correct knowledge of the term itself is needed in order for the Examiner to award marks.

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.