
Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IA: INTERNATIONAL MANAGEMENT OF HEALTH AND SAFETY

JANUARY 2020



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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 learners annually and are offered by over 600 Learning Partners, 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 learners and Learning Partners 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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Any enquiries about this report publication should be addressed to:

NEBOSH
Dominus Way
Meridian Business Park
Leicester
LE19 1QW

tel: 0116 263 4700
fax: 0116 282 4000
email: info@nebosh.org.uk

General comments

Many learners 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 learners, 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 January 2020.

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

Learners and Learning Partners 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 IA 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.

Unit IA

International management of health and safety

- Question 1** **Outline** the key features of the following risk management concepts **AND** **give** an example in **EACH** case:
- (a) risk avoidance; (2)
 - (b) risk reduction; (2)
 - (c) risk transfer; (3)
 - (d) risk retention. (3)

This question assessed learners' knowledge and understanding of learning outcome 6.1: Explain the use of common risk management strategies.

Most learners were able to provide an outline of 'risk avoidance' in part (a), although many gave examples without outlining what the term meant. To gain marks learners needed to state that it includes active steps to eliminate risk.

There was a similar response to 'risk reduction' in part (b) where evaluation and steps to reduce risk to acceptable levels would have helped gain marks.

The majority of learners were able to outline 'risk transfer' in part (c), although only a few mentioned that a premium would be payable.

Part (d) 'risk retention' was the least well-answered element, with few learners being able to give a complete answer. Some referred to risk retention 'with' and 'without' knowledge but did not elaborate, leaving the impression that learners had heard the terms, but did not necessarily understand the practical meaning of them.

- Question 2** An organisation based in New Zealand operates from five separate sites. The organisation employs a total of 50 workers, full and part-time, and uses the services of contractors when necessary.
- Recommend** how the organisation can consult effectively with workers across the five sites. (10)

This question assessed learners' knowledge and understanding of learning outcome 7.6: Explain the role, influences on and procedures for formal and informal consultation with workers in the workplace.

Some learners approached this question by describing how the organisation could communicate information to workers. There were several examples of incorrect solutions including use of social media technology to keep workers in touch. This approach did not gain marks as the requirement for learners was to *recommend* how the organisation could consult with workers.

Learners gained marks for recommendations that included appointment of worker representatives, committees and associated activities.

Overall the question was reasonably well answered, although a lack of understanding the question and its focus was evident in many answers.

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- Question 3** High levels of violation of workplace rules by workers may be influenced by poor organisational safety culture.
- (a) **Give** the meaning of the term '*violation*'. (2)
 - (b) **Outline** the classification of violation as '*routine*', '*situational*' or '*exceptional*', as described in HSG48: Reducing error and influencing behaviour. (4)
 - (c) **Outline** why poor organisational safety culture might lead to higher levels of violation by workers. (4)
-

This question assessed learners' knowledge and understanding of learning outcomes 8.3: Explain the classification of human failure; and 7.7: Explain health and safety culture and climate.

This question was reasonably well answered. Most learners gained a mark in part (a), primarily for recognising that violations were considered to be 'deliberate'. In order to be awarded both of the available marks learners were required to include what had been done deliberately.

In part (b) most learners provided a good outline of both routine and situational violations, but many examples did not outline exceptional violations as occurring during an emergency situation which was a markworthy element of the answer.

Part (c) presented the greatest challenge for learners, perhaps because it required the application of the knowledge, by linking the cultural influences on behaviour that encouraged violations in the workplace. Points such as rules not being enforced or safety not being a priority would have gained marks.

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- Question 4**
- (a) In a binding contractual agreement, **give** the meaning of:
 - (i) express terms; (2)
 - (ii) implied terms. (3)
 - (b) In a new contract of employment, **outline** the health and safety information that should be stated in the contract terms. (5)
-

This question assessed learners' knowledge and understanding of learning outcome 2.2: Outline the purpose of enforcement and laws of contract.

Part (a) was well answered and overall there were some high marks awarded for this question; although some learners did not attempt to answer the question or did not gain good marks. In some cases, it appeared that the terms in the question were not well understood by learners. 'Express terms' are those that are written whereas 'implied terms' are not.

In part (b), many learners were aware of the need for the employer to provide a safe working environment and the worker's duty to co-operate.

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- Question 5** Accidents and incidents disrupt an organisation's normal operations, adding to the organisation's operating costs.
- (a) **Outline** potential sources of financial loss arising from accidents and incidents. (5)
- (b) **Outline** benefits to the organisation of effective health and safety management. (5)
-

This question assessed learners' knowledge and understanding of learning outcome 1.1: Explain the moral, legal and economic reasons for the effective management of health and safety.

Part (a) referred to financial losses and the majority of learners gained good marks by referring to losses related to lost production, staff losses, etc.

Similarly, in part (b) there were some very good responses with many learners using their answers to part (a) to inform their part (b) responses, such as reduced costs and reduced worker absences.

The main challenge for learners was the 'outline' required by the question. Many learners did not provide outlines but merely lists, limiting the marks that could be awarded in some cases.

- Question 6** For a range of internal information sources:
- (a) **outline** how **EACH** source contributes to risk assessment; (7)
- (b) **outline** the limitations of these information sources. (3)
-

This question assessed learners' knowledge and understanding of learning outcome 5.1: Explain how to use internal and external information sources in identifying hazards and the assessing of risk.

In part (a) learners generally had little trouble in identifying sources of information that could be used to contribute to risk assessments, although how those sources contributed to risk assessment was not well outlined. This may reveal a tendency to learn by rote or learn lists without developing an understanding of how the information is to be used in practice.

In part (b) marks were available for information not applicable to the situation.

Question 7

An organisation operating in the oil and gas sector employed 5 000 people in 2017. The number of workers has reduced to 4 000 in 2018 and 3 000 in 2019. The table below shows the accident history of the organisation over the past 3 years.

Year	2017	2018	2019
Number of accidents	15	16	15
Number of hours worked	8000000	6400000	4800000
Days lost due to accidents	75	85	100

- (a) **Calculate** the accident frequency rate for **EACH** of the years. Show your calculations at **EACH** step. (6)
- (b) **Comment** on why the organisation should be concerned about the accident frequency rate. (2)
- (c) Human reliability can impact on accident rates.
- Outline** ways in which:
- (i) organisational factors can contribute to improving human reliability; (6)
- (ii) job factors can contribute to improving human reliability. (6)
-

This question assessed learners' knowledge and understanding of learning outcomes 8.5: Explain how organisational factors can contribute to improving human reliability; 8.6: Explain how job factors can contribute to improving human reliability; and 3.2: Explain the use of quantitative methods in analysing loss data.

In part (a) several learners appeared to be unaware of the terms and the calculations necessary to provide the answers. Conversely, there were those who were able to produce comprehensive calculations and gain the six available marks. In order to calculate the accident frequency rate learners needed to use the formula: accident frequency rate = number of accidents / number of hours worked x 100,000 (or other consistent multiplier).

Part (b) required an interpretation of the results and learners who answered part (a) well, tended to gain the available marks here by recognising the rising trend against a reducing workforce.

In answering part (c) most learners discussed many relevant points, although did not always make it clear how they would impact on human reliability as was required in the question. In some cases, learners did not distinguish which were organisational, job (or indeed individual) factors, or discussed them within the wrong section, making marks difficult to award.

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- Question 8**
- (a) **Outline** the role of health and safety legislation in the workplace. **(10)**
 - (b) **Outline** the limitations of health and safety legislation in the workplace. **(10)**
-

This question assessed learners' knowledge and understanding of learning outcome 2.1: Describe comparative governmental socio-legal and regulatory models.

Many answers to part (a) were limited to stating that legislation provides minimum standards. More often than not, learners referred to prescriptive and goal-setting legislation, with most being able to outline the role of each, being awarded marks for their efforts. Other potential areas for gaining marks were the provision of a structured framework for employers to follow.

In part (b) many learners did not gain good marks, often for the reason of a lack of knowledge of the subject area, as well as often providing lists rather than the outlines required by the question. Areas where learners did gain marks frequently included that prescriptive legislation becomes outdated quickly, does not address social, etc changes, law making process is slow, and interpretation of goal-setting legislation is variable.

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- Question 9**
- A worker was on an elevated working platform when it was struck by a contractor's vehicle. The platform overturned, the worker fell and was seriously injured. An initial report recommends further investigation.
- (a) **Outline** why the accident should be investigated. **(4)**
 - (b) **Outline** steps that should be followed when investigating the accident. **(10)**
 - (c) **Outline** the benefits of conducting an accident investigation. **(6)**
-

This question assessed learners' knowledge and understanding of learning outcomes 3.4: Explain the reasons for loss and near miss investigations and the procedures to be followed; and 3.3: Explain the significance and use of statutory and internal reporting of loss events.

In part (a) the majority of learners were able to provide an outline of markworthy points. These included that the accident should be investigated in order to identify the immediate and root causes of the accident, and to prevent a recurrence of the same or similar events. However, few learners referred to gathering data for the purposes of accident costing and subsequent analysis.

In part (b) there were many examples where answers were focused on data gathering and learners often gave extended descriptions of witness interviewing techniques to the exclusion of the many other markworthy points that were available, such as setting up the investigation team and documentation reviews. The first two stages of the investigation process, ie Gathering Information and Analysing Information appear to be better understood than the last two, ie Identifying Risk Control Measures and The Action Plan and its Implementation.

For part (c) some learners tended to repeat their answers to part (a) to some extent. Part (c) required learners to demonstrate by an outline, their understanding of the benefits of completing the investigation, rather than simply the reasons why the investigation should be completed, which was asked for in part (a). The main points mentioned in these answers included demonstration of management commitment. Points that would have gained marks, such as mitigation of legal actions, and were not mentioned.

Question 10 An office is protected with an automatic fire detection and alarm system. A number of false alarms have been activated. A false alarm can be triggered by dust obscuring a smoke detector, sunlight striking a UV flame detector, or by a failure of the primary power supply. The primary power is normally supplied by connection to the mains electricity. If this should fail, a back-up generator activates to supply the electricity.

The expected probabilities of the causes of the false alarms are shown below:

Cause of false alarm	Probability
Power failure	0.15
Dust obscuring a smoke detector	0.1
Sunlight striking a UV flame detector	0.25
Back-up generator does not start	0.04

- (a) **Outline** the principles of fault tree analysis. (2)
- (b) **Outline** the technique of fault tree analysis. (8)
- (c) Using a simple fault tree and the data above, **calculate** the probability of a false alarm. (6)
Show calculations to support your answers.
- (d) (i) **Identify** the main cause of false alarms. (1)
(ii) **Outline** remedial actions that could minimise false alarms. (3)

This question assessed learners' knowledge and understanding of learning outcomes 5.5: Explain the principles and techniques of failure tracing methodologies with the use of calculations; and 5.4: Explain the analysis, assessment and improvement of system failures and system reliability with the use of calculations.

For this question there were those learners who were clearly familiar with the concepts and processes of fault trees and gained very good marks. However, other learners appeared to have little understanding of this topic.

In part (a) many learners outlined the principles of fault tree analysis, making reference to using logic symbols.

In part (b) learners needed to outline the actions required to produce the tree to gain good marks, as many did. Marks were available for points such as analysis of causes, associated probabilities if possible, sequencing of causes, etc.

Part (c) required the calculation element of the question. It is **essential** that learners provide their workings and calculations to fully demonstrate their answer to the question (and an instruction to do this was included in the question). Marks were available for both showing the correct workings (method to achieve the answer), as well as correctly working out the final answer to the probability of a false alarm. Learning Partners should help ensure that learners understand this requirement for calculation questions.

Finally, in part (d) (i) most learners were able to identify sunlight striking the sensor as the main cause of false alarms. Remedial actions in (d) (ii) were a little more varied, with suggestions to cover the sensor often proposed as opposed to more viable solutions such as relocation or use of multiple sensors.

Question 11	(a)	Explain the objectives of:	
	(i)	active health and safety monitoring;	(5)
	(ii)	reactive health and safety monitoring.	(4)
	(b)	Outline a range of <i>active</i> health and safety monitoring methods.	(5)
	(c)	Outline examples of <i>reactive</i> performance data that could be used to benchmark health and safety performance.	(6)

This question assessed learners' knowledge and understanding of learning outcomes 4.3: Describe the variety of health and safety monitoring and measurement techniques; and 4.2: Explain the need for, and the objectives and limitations of, health and safety monitoring.

This question proved to be very challenging for many learners, with many only displaying a superficial understanding of the health and safety monitoring systems, and limiting their answers to a list.

In part (a) (i) learners needed to explain the objectives rather than provide a list (which many learners did, limiting their mark-earning potential). Explanations linked to points such as providing a view of health and safety management system performance were mark-worthy.

In part (a) (ii) learners seemed to be more comfortable with reactive monitoring, linking it to past performance and causal analysis.

There are of course, objectives that fall under both active and reactive systems and marks were available for these in either system.

In part (b) outlines of typical active monitoring methodologies such as safety tours, safety sampling and of course audits would have gained marks. Answers to this part were variable and the outlines required were often absent, with only lists being provided.

Finally, in part (c), learners were able to give good lists of data including accident and injury data as well as ill-health data. However, once again the comprehensive outline that was asked for in the question was missing.

Learning Partners are reminded to help ensure that examination technique forms a significant part of the teaching process, since in many cases knowledge is present but the examination technique limits the marks that can be awarded.

Examination technique

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

Learners misread/misinterpreted the question

Careful and thorough preparation for the examination is vital for learners. Learning Partners should assist learners 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 learners carefully read the question to determine exactly what is being asked and answer accordingly.

Examiners noted that there was evidence of learners 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 learners varies enormously. Examiners often find themselves faced with scripts where learners do not appear to have understood the question and struggle to write a coherent answer in English. Learners for this examination should satisfy the required IELTS Level 7 language requirements. Learning Partners are reminded that it is incumbent on them to provide appropriate advice and guidance to learners 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 learners either not reading the question properly, or because of possible language issues where learners do not understand what the question is asking.

The examination is assessing learners on their understanding of 'managing' health and safety and a number of learners 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. Learners should note that where there is emphasis in a question (eg by the use of italics) it is to guide learners towards a particular point. Reading and re-reading the question encompasses taking due note of this emphasis.

Learners' handwriting was illegible

The examination situation is a stressful time for learners 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, learners 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, learners should hand-write their answers and get feedback from their Learning Partners on legibility (as well as how they performed).

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

Learners 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 learners felt it necessary to write the question out in full, before providing the associated answer, and this limits the time available. Learning Partners should remind learners that it is not necessary to include a question with their answer.

Good examination technique is followed where the learner 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.

Learners repeated the same point but in different ways

In some cases learners 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 learners to respond with a wide range of issues to gain high marks. Consequently learners should take care when using terms that contain numerous points that should be made separately.

Learning Partners should brief learners on examination technique by way of understanding what points are mark worthy in an answer and those that are not.

Learners 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 learner.

Generally, there has been an improvement in response to command words, but a number of learners 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 learners 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.

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

Examiners report a high incidence of learners 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.

Learners 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 learners understand and are able to apply their knowledge, and not just memorise. Learning Partners should help learners apply their knowledge to a range of different scenarios to aid understanding of the topic.

Learners did not allocate enough time to the question

Some learners 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.

Learners 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 learners 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.

Learning Partners should ensure that learners 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 learners 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.

Learners answered by posing a question

Learners need to resist the temptation to present their answers as merely a series of questions. 'Outline' requires learners *'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 learners:

Outline

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

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

An 'outline' question requires learners to give the main issue and then provide the key features in the context of the question. Where a question that requires learners 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.

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

As required by a Diploma level qualification learners 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 learners 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 learners 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 learners were asked to explain the circumstances where heat and smoke detectors would be inappropriate, Examiners were looking for learners 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, learners 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.

Learners 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 learner to provide reasoning for their answer. For example, when a question specifies 'explain' the learner is required to provide an understanding or make clear an idea or relationship. For example 'explain how malaria is transmitted to humans'. If a learner 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 learner 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.'

Learners are required to provide a word picture in response to this command word and therefore the learner 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 learners 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 learner has less trouble deciphering command words and tends to gain good marks whereas those learners 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 learners 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 learners can over-elaborate the required answer. Time management is important in the examination and learners 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 learners respond well to this command word, often by offering a definition. There is evidence where learners go into too much detail that left those learners 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 learners to over-elaborate their answers in response to this command word. It is adequate for a learner 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: <https://www.nebosh.org.uk/i-am/a-learner/> - from this page the document can be found by clicking on the relevant Qualification link, then on the 'Resources' tab.