Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IC: INTERNATIONAL WORKPLACE AND WORK EQUIPMENT SAFETY

JULY 2019

CONTENTS

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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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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 July 2019.

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 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.

Unit IC
International workplace and work equipment safety

Question 1

(a) **Outline TWO** *zone classifications* for explosive atmospheres with a flammable solvent in air. **(4)**

(b) **Outline** control measures to help reduce the risk of an explosion with a flammable solvent in air. **(6)**

This question assessed learners' knowledge and understanding of learning outcomes 4.2: Outline the main principles of the safe storage, handling and transport of dangerous substances; and 4.3: Outline the main principles of the design and use of electrical systems and equipment in adverse or hazardous environments.

Many learners were challenged by part (a) and zone classification. Some confused the numbering with those for dusts using the prefix 2 as in 20/21/22. Making the link to the occurrence of the flammable atmosphere was key to answering this question correctly. Only two zones were required to be outlined (from zones 0, 1 and 2).

In part (b), many learners focused on emergency procedure and fire precautions and although warning signs were noted they were not in the context of zone warning signs. Learners mistakenly focused on training issues and controlling the source of ignition by preventing smoking in the area, issuing permits-to-work and introducing firefighting equipment. The question was clear in asking for controls to help reduce the risk of an explosion and not to deal with the consequences of an explosion.

Better answers referred to dilution ventilation and the separation of non-compatible substances. Learners omitted to include control of the use of suitable ex-rated equipment for the zoned area.

Question 2

The designers of a large item of machinery are intending to include an access opening in the side of the machine to allow an operator to reach inside with a single arm to manually open a drain valve.

Outline ergonomic factors that would influence the design of the access opening. **(10)**

This question assessed learners' knowledge and understanding of learning outcome 5.1: Outline the criteria for the selection of suitable work equipment for particular tasks and processes to eliminate or reduce risks.

Many learners appeared to be confused by this question, perhaps believing it to be a Unit IB topic. However, in relation to the selection of work equipment the syllabus states:

Ergonomic, anthropometric and human reliability considerations in use of work equipment including: the layout and operation of controls and emergency controls; and reducing the need for access (automation, remote systems).

Although there was often a good understanding of ergonomics, it was clear that the question was not fully understood. In many cases, learners focused on the individual rather than the interaction the between person and the machine. Answers included lists of ergonomic injury and although gave correct information, this did not answer the question. Others focused on the opening in the machine as a confined space and wrote about permits-to-work and competent persons. Good answers did include frequency and duration of the task, along with designing protection from moving parts within the machine. Learners did not mention allowance for winter clothing or the need to hold tools when accessing the valve through the opening.

Question 3 An office building has a passenger lift to transport office workers between floors.

(a) **Outline** *hazards* associated with using passenger lifts in the office building. **(5)**

(b) **Outline** control measures to help reduce risks to passengers when using lifts in the office building. **(5)**

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

The syllabus content specifically refers to *lifts (passenger and goods, lifts, scissor MEWPs)*. As such it was anticipated that learners would find this an accessible topic given that passenger lifts are extremely common in a vast range of workplaces.

The question was split into two parts to reflect the syllabus's separate requirements for 'hazards' and 'control measures'.

Hazards included brake failure. A few learners referred to the psycho-social hazards. These included phobias or fear of lifts and enclosed spaces. Some learners confused the office building passenger lift with a construction site cage lift and focused on dangerous moving parts, cage doors and pulley wheels.

Control measures included the procedure for reporting door and control faults. Many learners assumed that the question referred to external lifts on construction sites. These answers incorporated matters such as having roofs to protect workers from the sun and only using trained and competent lift operators.

Few learners referred to a lift replacement strategy.

Question 4 A scaffolder is lowering scaffold poles from the third floor of a scaffold tower to a colleague below using a pulley wheel and rope. Next to the scaffold tower there is a shop entrance. The scaffolder on the ground floor places the scaffold poles horizontally onto the back of a vehicle parked on a busy road. The scaffolders have already received information, instruction, training and suitable supervision.

Outline additional control measures that could help reduce the risk of injury to those who may be affected by this activity. **(10)**

This question assessed learners' knowledge and understanding of learning outcomes 9.3: Explain the appropriate site control measures that should be adopted to protect employees and others during construction work; and 9.4: Outline the hazards and control measures associated with working at height from fixed work or temporary platforms.

The syllabus content includes *the safe use of temporary (immobile) access equipment including ladders, trestles, scaffolds – simple independent and tower scaffolds.*

Learners appeared to be well prepared to answer questions on this learning outcome. Better answers would have been structured around the work activity, the location, the people affected (including users of the shop, pedestrians, other members of the public, road users, as well as scaffold workers), and the work equipment being used.

Learners need to follow the command word of 'outline' and not to just list controls, as this limits the marks that can be awarded.

Question 5 Large quantities of aerosol canisters are stored in a warehouse. The canisters contain liquefied highly flammable gases.

(a) **Outline** what could cause a fire and explosion in these circumstances. **(5)**

(b) **Outline** fire precautions that could be taken to limit the spread of any resulting fire and explosion. **(5)**

This question assessed learners' knowledge and understanding of learning outcomes 2.1: Outline the properties of flammable and explosive materials and the mechanisms by which they ignite; and 2.3: Outline the main principles and practices of prevention and protection against fire and explosion.

Learners readily understood the scenario presented to them in the question. In part (a) most outlined the causes of a fire and explosion through the escape of flammable gases and some form of damage to the aerosols plus an ignition source. However, very few developed the concept further to outline how the gases may be released, or once ignited how those canisters could affect the integrity of neighbouring ones. That is, how the fire and explosion could be caused and escalate from one small incident.

In part (b) most standard forms of fire precautions - if stated in context - were worthy of marks. However, this part was not answered well.

Question 6 A fire protection contractor has recommended the provision of portable water and carbon dioxide fire extinguishers to be placed in a multi-storey office block.

(a) **Identify** the class of fire that the *water* extinguisher is designed for **AND give** an example of a material that is included in this class. **(2)**

(b) **Outline** advantages of a *carbon dioxide* extinguisher. **(2)**

(c) **Outline** what should be considered in siting the extinguishers. **(6)**

This question assessed learners' knowledge and understanding of learning outcome 3.3: Describe the factors to be considered when selecting fixed and portable fire-fighting equipment for the various types of fire.

Part (a) of this question was well answered with the majority of learners able to identify the class of fire and give examples of material covered by the class. Most learners were able to understand the two-fold requirements of 'identify' and 'give'.

Part (b) was less well answered with many learners describing how the extinguisher worked and where it could be used, rather than outlining the advantages. The advantage of 'non-conducting' was not given by most learners, who instead indicated that they could be used on electrical fires without an outline.

For part (c) learners only offered a few answers around siting, with many missing the 'multi-storey' pointer in the question. Better answers considered matters such as height of handles, routes and conspicuous position.

Question 7 A number of lights in a storage warehouse have failed and need replacing. The lights are at a height of 5 metres.

Outline what should be taken into consideration when replacing the lights to help reduce the risk of work at height. **(20)**

This question assessed learners' knowledge and understanding of learning outcome 1.4: Explain the hazards, risks, and controls when working at height.

Those learners who adopted a structured approach and formed their answers around the hierarchy of 'avoid work at height, prevention of falls or falling objects and minimising the distance or mitigating the effects' gained good marks. When considering how to avoid the risks, topics such as long-life bulbs to reduce the need for access gained marks.

Fall prevention was covered by the use of powered access equipment, etc and with the use of competent operators. Factors concerning fall mitigation included soft landing systems. General controls included preventing the dropping of tools and equipment, and emergency procedures. Marks were awarded for glass cuts from bulb breakages and contact with overhead obstructions.

Many learners did not provide a structured answer, with some giving answers as a list, missing the requirement for an 'outline' and limiting their marks.

Question 8 During a fire drill exercise at a large multi-storey office premises, the majority of the occupants evacuated the building in less than three minutes. However, all of the occupants based in one area of the building failed to leave the building until a further four minutes had elapsed.

(a) **Outline** what may have contributed to the delay in evacuation. **(15)**

(b) **Outline** reasons for conducting regular fire drills in workplaces. **(5)**

This question assessed learners' knowledge and understanding of learning outcome 3.5: Explain the purpose of, and essential requirements for, emergency evacuation procedures.

In part (a) many learners gained good marks by outlining the area in the building where the alarm could not be heard because the work area was too noisy. Blocked and narrow routes or the presence of persons with mobility problems were also worthy of marks. Many correctly stated that an extended distance to reach the fire assembly point would also delay evacuation.

In part (b), marks were gained for outlining that drills were good for checking that the alarms worked and better communication of what to do when the alarm was raised.

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

In part (a) learners understood how to respond to the use of command words 'identify' and 'give' and most learners identified five hazards with appropriate examples and were awarded good marks.

Responses were limited due to learners not being able to understand how lathes operate, the hazards they pose, nor the controls to be found on them. Learning Partners and learners are reminded that the syllabus content refers to:

'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, robotics'.

On the whole, good answers were provided for part (b), with learners 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.

Question 10 Construction work is due to take place to repair the footpath of a single carriageway road. The road is near to a busy school in a residential area. Trucks and buses use the road occasionally.

Outline control measures that should be put in place to help ensure the safety of *members of the public*. **(20)**

This question assessed learners' knowledge and understanding of learning outcomes 9.2: Outline the principal duties and specific responsibilities for the effective management of health and safety on construction sites; and 10.1: Outline the factors to be considered in a workplace transport risk assessment and the controls available for managing workplace transport risk.

Some learners had difficulty in remaining within the scenario. Learners needed to acknowledge that the question asked for control measures to help ensure the safety of *members of the public* and not construction workers. This was stressed in the stem of the question.

The key to answering this question was to focus on pedestrians, the school population, residents, plus truck, bus and car drivers in the locality.

Better answers included the use of barriers, signs, information to schools and residents, visiting the schools, scheduling the work while the school was closed, etc.

Limited answers concentrated on site traffic movements, conducting risk assessments and writing method statements. Training and instruction for workers about speed limits were peripheral, as was personal protective equipment for pedestrians.

Question 11

(a) **Outline** hazards when excavating near underground electrical cables. **(4)**

(b) **Outline** control measures that should be considered when excavating near underground electrical cables. **(12)**

(c) **Outline** the effects of electric shock on the body. **(4)**

This question assessed learners' knowledge and understanding of learning outcomes 8.4: Outline the main principles for safe working in the vicinity of high voltage systems; and 8.2: Outline the hazards of electricity and static electricity.

Parts (a) and (c) were well answered, with part (b) proving to be more challenging.

The syllabus content specifically refers to safe working near overhead power lines and underground cables.

This question was structured in such a way as to guide learners through the hazards that underground electrical cables may pose, the control measures available to prevent those hazards materialising, and the consequences if bodily contact with electricity occurs.

For part (a) the hazards include contact with cables and cable joints as well as trench collapse.

Part (b) was often dealt with in a disjointed way, rather than a structured approach. A useful tool is the 'user-journey' where each of the steps are considered in turn, such as initial planning of the work including risk assessment, information gathering, locating cables, and safe methods for exposing services.

In part (c) most learners correctly outlined the effects of electric shock.

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.