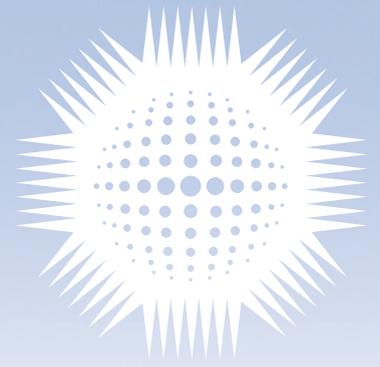


January 2017

Examiners' Report

NEBOSH International Diploma in Occupational Health and Safety (Unit C)



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Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IC: INTERNATIONAL WORKPLACE AND WORK EQUIPMENT SAFETY

JANUARY 2017



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Introduction

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

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

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

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

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General comments

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

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

This report has been prepared to provide feedback on the standard date examination sitting in January 2017. This report covers both 2011 and 2015 specifications.

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

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

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

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

Unit IC

International workplace and work equipment safety

-
- Question 1**
- (a) **Outline** specific occasions when the operation of safety interlock switches should be tested. (5)
- (b) **Outline** suitable features of safety interlock switches that would help to ensure effective operation. (5)
-

This question assessed candidates' knowledge and understanding of learning outcomes 5.3: Explain safe working procedures for the maintenance, inspection and testing of work equipment according to the risks posed (the same in both 2011 and 2015); and 6.6: Explain the key safety characteristics of general workplace machinery control systems (equivalent to 6.5 in the 2015 specification).

Some candidates may have been put-off by the technical term 'safety interlock switch' but using first principles, and considering it as a safety device, most candidates could have gained many of the available marks.

Part (a) required candidates to consider specific occasions when testing was required. For example, prior to first operation, after an incident, after routine maintenance, etc.

Candidates had difficulty with part (b). Features of interlocks such as utilising robust components, having a suitable design for the intended environment, not easily defeated, etc would have gained marks.

Course providers and candidates are reminded that some practical understanding and work experience is essential to success at this vocational qualification at this level.

-
- Question 2**
- Outline** suitable control measures that could help reduce electrical risks from portable electrical equipment associated with tungsten inert gas (TIG) welding. (10)
-

This question assessed candidates' knowledge and understanding of learning outcome 8.5 Outline the main hazards, risks and controls associated with the use of portable electrical equipment (the same in both 2011 and 2015 specifications).

Candidates found this question challenging. Few seemed to understand, or to have come across, Tungsten Inert Gas (TIG) welding.

Many candidates treated this as a general portable appliance question and gained some marks. Candidates gaining higher marks mentioned electrical safety in the context of TIG welders to include compliance with manufacturer's instructions, insulation of electrode holder lead, good electrical contact for the return clamp, suitable earthing arrangements, avoiding using in a wet environment, etc.

Candidates would benefit from some practical experience in occupational health and safety before undertaking this qualification.

Question 3 *An organisation can help ensure workplace transport safety by having safe vehicles and a safe site.*

(a) **Outline** control measures that should be considered to help ensure safe vehicles. (5)

(b) **Outline** control measures that should be considered to help ensure a safe site. (5)

This question assessed candidates' knowledge and understanding of learning outcome 10.1: Explain the hazards, risks and control measures for safe workplace transport operations (Outline the factors to be considered in a workplace transport risk assessment and the controls available for managing workplace transport risk, in the 2015 specification).

Both learning outcomes are supported by content that refers to safe vehicles, safe sites and safe driver, and this question concerned the first two.

Part (a) required candidates to outline the control measures for safe vehicles in the workplace. These included vision aids, mirrors, amber beacons, reversing klaxons, adequate vehicle lighting, vehicle designs to reduce blind spots, etc.

Part (b) required candidates to outline the requirements for a safe site including stable roadways, on-way systems, segregation of pedestrians, etc.

The question did not stipulate a workplace environment so candidates were free to draw on their own knowledge and experience in order to answer this question.

Workplace transport is a popular and accessible topic for the majority of candidates. However, common pitfalls included listing rather than outlining the answers. Also, providing answers to part (b) in part (a) did not gain any marks, or vice-versa.

Some candidates included matters concerning 'safe drivers'. While correct, these did not gain any marks because they were not asked for in the question. This reinforces once again the requirement to read and re-read the question carefully.

Question 4 (a) **Outline** hazards associated with using passenger lifts in the workplace. (5)

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

This question assessed candidates' knowledge and understanding of learning outcome 7.2: Describe the main hazards and control measures associated with commonly encountered lifting equipment (Outline the main hazards and control measures associated with lifting equipment, in the 2015 specification).

The syllabus content specifically refers to lifts in both specifications – passenger and goods, vehicle inspection, 2011; and passenger and goods, lifts, scissor MEWPs in the 2015 specification.

As passenger lifts are extremely common in a vast range of workplaces this should have been an accessible topic.

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

Hazards included, among others, entrapment during fire, injury due to brake failure or freefall and falls into shaft due to door failure or doors being left open. A few candidates referred to the psycho-social hazards. These included phobias such as fear of lifts and enclosed spaces.

Control measures included signage or instruction of 'do not use in event of fire', regular maintenance and servicing to manufacturer's schedule and the procedure for reporting door and control faults. Many candidates 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 competent lift operators.

Question 5

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 the additional practical measures that could minimise the risk of injury to the scaffolders and others who may be affected by this activity. **(10)**

This question assessed candidates' knowledge and understanding of learning outcome 9.3: Explain the hazards associated with working at heights from fixed or temporary work platforms and the necessary precautions and safe working practices (equivalent to 9.4: Outline the hazards and control measures associated with working at height from fixed work or temporary platforms, in the 2015 specification).

This question was answered well by most candidates.

This question needed a structured answer based 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.

Candidates appear to be well prepared to answer questions on this learning outcome.

Question 6

(a) **Explain** how features of floor design can help reduce the risk of slipping. **(5)**

(b) **Explain** how the coefficient of friction (CoF) is used in workplace floor design. **(5)**

This question assessed candidates' knowledge and understanding of learning outcome 1.1: Explain the need for, and factors involved in, the provision and maintenance of a safe working environment, with specific reference to access and egress, pedestrians and slips, trips and falls (Explain the need for, and factors involved in, the provision and maintenance of a safe working environment, in the 2015 specification).

The syllabus content makes specific reference to the design of surface to reduce slipping and different coefficients of friction between one surface and another.

Part (b) asked candidates to consider aspects of floor design and how data from tests of coefficient of friction can be used to specify appropriate floor surfaces in working environments. So, consideration of, and reference to, tests under different moisture conditions, cross-referenced to industry standards, can be helpful to designers.

Candidates found this question particularly challenging on this occasion; usually Element 1 causes little difficulty.

-
- Question 7** *A golf course management team proposes to store 3.6 tonnes of a chemical fertiliser, which is an oxidising substance, in a single-storey building. The chemical fertiliser is delivered to the golf course in bags known as flexible intermediate bulk containers (FIBCs). Each bag contains 600kg of chemical fertiliser.*
- (a) **Outline** properties of an oxidising substance. (3)
- (b) **Outline** the effects of oxidising substances on fire and explosion mechanisms. (4)
- (c) Other than fire and explosion, **outline** risks when storing the chemical fertiliser. (3)
- (d) **Outline** principles of safe intermediate storage of chemical fertiliser in the single-storey building. (10)
-

This question assessed candidates' knowledge and understanding of learning outcomes 4.2: Outline the main principles of the safe storage, handling and transport of dangerous substances (the same in both specifications); and 2.1: Outline the properties of flammable and explosive materials and the mechanisms by which they ignite (the same in both specifications).

This was a challenging and unpopular question. Its structured nature, guided candidates step-by-step through the answer. The syllabus content has a specific bullet point concerning 'oxidation' and also refers to intermediate storage. Chemical fertilisers (of the ammonium nitrate type) are very common and are a well-known oxidising agent.

Parts (c) and (d) were least well answered by the few candidates who attempted this question.

Part (c) required consideration of the non-oxidising hazards. These were very generic and wide-ranging and could have included security risks, theft, arson, as well as the environmental risks of contamination of water courses, etc.

Answers to part (d) could have included secure perimeter fencing, fire resisting buildings, segregation from reactive chemicals and fuel sources (especially fuel-oil).

Both oxidation and intermediate storage seem to be an overlooked part of the syllabus. Course providers' and candidates' attention is drawn to this.

-
- Question 8**
- (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 candidates' knowledge and understanding of learning outcomes 8.4: Outline the main principles for safe working in the vicinity of high voltage systems (the same in both specifications); and 8.2: Outline the dangers of electricity (Outline the hazards of electricity and static electricity in the 2015 specification).

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 candidates through the hazards that underground electrical cables may pose, the control measures available to prevent those hazards materializing, and the consequences if bodily contact with electricity occurs.

In part (a) the hazards include contact with cables and cable joints, explosive arcing, flashover as well as trench collapse and contact with other services (gas, water).

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

Most candidates could correctly outline the effects of electric shock for part (c).

Parts (a) and (c) were well answered, but part (b) proved more challenging to candidates.

Question 9

You have been asked to plan an emergency evacuation drill for a large office building.

Outline factors that should be considered before, during and after the drill to help ensure that the emergency evacuation is conducted safely.

(20)

This question assessed candidates' knowledge and understanding of learning outcome 3.5: Explain the purpose of, and essential requirements for, emergency evacuation procedures (the same in both specifications).

This question was very popular although not particularly well-answered. Many candidates misinterpreted it as a question about the fire precautions necessary for the building. This was not required. The fundamental understanding was that there is risk associated with evacuating a large office building and that the decision to do so requires adequate planning.

The steps in the process, namely planning, initiation of the alarm, the evacuation, sweep of the building, assembly, roll-call, and return to normal operations, and de-brief, all required consideration. Had candidates adopted a methodical approach to this question along these lines they may have gain higher marks.

This was a very practical question concerning work activities encountered by many practitioners and is in keeping with the recent trend of basing questions around realistic, everyday scenarios.

Question 10 *A wood turning lathe is used to machine components.*

- (a) **Identify** mechanical and non-mechanical hazards of wood turning lathes **AND**, in **EACH** case, **give** an example of the identified hazard. (12)
- (b) *The lathe is to be upgraded to a Computer Numerical Control (CNC) machine. The new CNC machine has an enclosure to prevent access to the machining area.*
- (i) **Outline** the key features of the enclosure of the CNC machine. (5)
- (ii) **Outline** why access to the machining area might be required. (3)
-

This question assessed candidates' knowledge and understanding of learning outcomes 6.2: Describe, with examples, the principal generic mechanical and non-mechanical hazards of general workplace machinery (Outline the principal generic mechanical and non-mechanical hazards of general workplace machinery, in the 2015 specification); and 6.3: Describe protective devices found on general workplace machinery (Outline the main types of protective devices found on general workplace machinery, in the 2015 specification).

Protective enclosed guards are specially mentioned in the syllabus content of both the 2011 and 2015 specifications.

This was not a popular question, possibly because of the reference to CNC machines. Of those candidates who did select this question, most marks were awarded for part (a). The structure of the question (Identify... AND... EACH ...give) while outwardly complex, did not appear to un-nerve candidates, possibly because this kind of question is familiar to them by the time candidates reach Unit C. Candidates followed the command words satisfactorily.

To answer part (b) of this question fully, candidates needed to understand what a CNC machine was and the purpose and features of an enclosure or enclosed guard was. However, few candidates appeared able to do so.

In part b (i), an understanding was required that the guard had to protect the operator from sudden movements, from debris and ejected materials, and to have noise-reducing features and so on.

Part b (ii) required candidates to consider cleaning, setting and adjusting, changing the tools and changing the workpiece.

Question 11 *Construction workers need to use a range of unpowered hand tools.*

- (a) **Outline** the criteria for the selection of hand tools for construction tasks. (10)
- (b) **Outline** how risks to health and safety in construction, from the use of hand tools, are controlled. (10)
-

This question assessed candidates' knowledge and understanding of learning outcomes 5.1: Outline the criteria for the selection of suitable work equipment for particular tasks and processes to eliminate or reduce risks (in both specifications); and 5.2: Explain how risks to health and safety arising from the use of work equipment are controlled (in both specifications).

This was not a popular question. The difficulty appears to have been that the question required some contextual understanding of how hand tools were used in the construction industry.

In part (a) the criteria candidates could have referred to, include: suitability for the task, rigidity of construction, availability in suitable sizes for a range of users, suitable grip for a wide range of weather conditions, having hand guards for impact tools, and having tools that were also shatterproof and so on.

Answers to part (b) were broad and included: having a policy on the selection of hand tools, an approved list of tools, a disposal and replacement policy, a system for daily inspections, a policy on personal versus company tools, etc.

Examination technique

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

Candidates misread/misinterpreted the question

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

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

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

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

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

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

Candidates' handwriting was illegible

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

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

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

Candidates unnecessarily wrote the question down

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

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

Candidates repeated the same point but in different ways

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

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

Candidates did not respond effectively to the command word

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

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

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

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

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

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

Candidates did not allocate enough time to the question

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

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

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

Structured Answers

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

Candidates answered by posing a question

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

Command words

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

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

Outline

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

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

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

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

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

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

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

Explain

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

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

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

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

Describe

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

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

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

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

Give

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

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

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

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

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

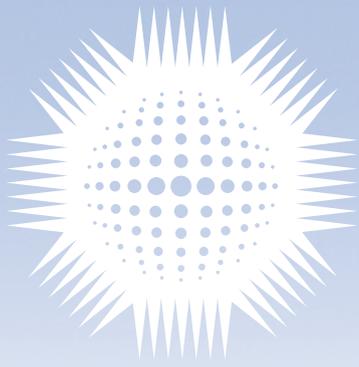
Identify

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

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

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

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



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