
Examiners' Report

UNIT NGC1: MANAGEMENT OF HEALTH AND SAFETY

MARCH 2020



For: **NEBOSH National General Certificate in Occupational Health and Safety**
NEBOSH National Certificate in Fire Safety and Risk Management
NEBOSH National Certificate in Construction Health and Safety

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Introduction

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

Courses leading to NEBOSH qualifications attract around 50,000 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.

This report has been prepared to provide feedback on the standard date NGC1 examination sat in March 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 National General Certificate in Occupational Health and Safety' which is available via the NEBOSH website. In particular, the guide sets out in detail the syllabus content for NGC1 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 NGC1

Management of health and safety

- Question 1**
- (a) **Outline** the main features of:
 - (i) a health and safety inspection of a workplace; (4)
 - (ii) a health and safety audit. (4)
 - (b) **Identify** documents that are likely to be examined during a health and safety audit. (8)
 - (c) **Outline** how senior managers can assist in the auditing process. (4)

This question assessed learners' knowledge and understanding of learning outcomes 5.1: Explain the purpose of, and procedures for, health and safety auditing; 3.1: Outline the organisational health and safety roles and responsibilities of employers, directors, managers and supervisors; and 4.1: Outline the principles, purpose and role of active and reactive monitoring.

Answers given by many learners in part (a) showed that they had not understood the meaning of the word 'features', required by this question. Many of the answers gave the benefits, advantages, purpose, objectives, or reasons for doing health and safety inspections and audits, rather than the features of these different monitoring techniques. Many answers in part (a) (i) outlined a list of areas or matters that might be on an inspection checklist, or gave answers based around the powers or functions of an HSE Inspector, rather than the features of an inspection. Very few answers included the production of a report or the remedial action that may be taken.

Part (a) (ii) was not well answered as many learners did not appear to appreciate how comprehensive and detailed investigations and audits are. Many answers showed limited knowledge of the audit concept, indicating that it was a simple inspection of documents, or that it was some particular type of workplace inspection. There was little information given on the production of a report or remedial action for either of these two activities.

In part (b) learners were able to correctly identify at least four or five valid types of documents. In order to gain higher marks, learners needed to give more responses than only specifying active and reactive monitoring types.

Some answers to part (c) only focused on the management role during the audit itself, rather than on the whole process, ie including activities that are necessary in setting up the audit and subsequently dealing with any issues highlighted during the audit. Learners had difficulty gaining higher marks for this section as they did not cover a wide enough range of activities that the manager could be involved in.

Question 2	Outline the benefits of communicating health and safety information by using:	
	(a) toolbox talks;	(4)
	(b) employee handbooks.	(4)

This question assessed learners' knowledge and understanding of learning outcome 3.4: Explain how health and safety behaviour at work can be improved.

As with question one, answers to this question appeared to show a lack of understanding of what was required by the question; in particular, with regard to the word 'benefits'. This may be an indication that learners did not read the questions carefully enough, giving answers that were on the correct subject but not answering the question that had been asked.

Many of the limited answers to part (a) were based on features. Learners would have been awarded marks for correct responses including that toolbox talks allow feedback to be given. In part (b), many responses were incorrectly based on content, rather than the benefits that the question had asked for. Marks would have been awarded for correct responses including that employee handbooks can give more detailed information.

Some learners referred to the content of the toolbox talk, the reasons why they are given and the legal obligations, but not the benefits. Similarly, many learners did refer to the content of handbooks and what they are used to communicate, but not the benefits.

Question 3	Identify possible costs to an organisation of work-related ill-health.	(8)
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This question assessed learners' knowledge and understanding of learning outcome 1.2: Explain the moral and financial reasons for promoting good standards of health and safety in the workplace.

Most learners were able to identify a wide range of costs to the organisation, gaining full marks. However, very few answers referred to health surveillance and loss of expertise/experience.

Some learners misread the question and described direct and indirect costs, restricting the marks that could be awarded. Many learners did not consider this was an ill-health issue and so included first-aid costs, clean-up costs and accidents, while others answered a question about accident investigation, all of which gained no marks.

Question 4	Outline what an organisation could do in order to have effective first-aid provision.	(8)
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This question assessed learners' knowledge and understanding of learning outcome 3.11: Outline the requirements for, and effective provision of, first aid in the workplace.

Most learners provided good outlines and gained full marks. However, some learners only provided bullet point answers which did not align with the command word and this limited their marks.

A significant number of learners did not include a broad enough range in their answers to gain full marks and concentrated only on the need for first-aid boxes, first-aiders and signage. Some learners were not specific enough about the need for the correct number of first-aiders, the fact that they should be trained and that refresher training should be provided.

A number of answers were written around the creation of a first-aid needs assessment instead of the processes, procedures and equipment that needed to be in place. These learners limited their marks by writing about what should be 'considered' in order to provide effective first aid, instead of what an organisation should do in order to provide effective first aid.

Question 5	(a)	Outline the legal requirement placed on employers regarding a written health and safety policy.	(2)
	(b)	Outline the purpose of the following sections of a health and safety policy:	
	(i)	statement of intent;	(2)
	(ii)	organisation;	(2)
	(iii)	arrangements.	(2)

This question assessed learners' knowledge and understanding of learning outcomes 2.3: Describe the key features and appropriate content of an effective health and safety policy; and 2.2: Explain the purpose and importance of setting policy for health and safety.

In part (a) there was some confusion about which legislation covered this obligation. Very few answers included the need to communicate the policy to employees. Some learners misunderstood the question and instead outlined what should be in a policy, and so did not gain marks. Many learners appeared confused that there is a difference between '5 or more', and 'more than 5', as the threshold number for the safety policy requirement.

In part (b) (i) most learners outlined what the statement of intent included and gained at least one mark for correct responses including the setting of objectives.

Part (b) (ii) was not well answered by the majority, although some learners correctly referred to those with specific health and safety responsibilities. However, some learners confused this section with the statement of intent and referred to targets and objectives, which did not result in the awarding of marks.

Part (b) (iii) was the least well answered section. Many learners confused this section with the organisation section of the policy. Others simply gave a list of areas, for example young people, pregnant workers, with no further explanation, limiting their marks.

There were several learners who were unable to give a correct answer to any part of the question appearing to have little subject knowledge.

Question 6 **Identify** published information that might be consulted when dealing with a health and safety issue in the workplace. **(8)**

This question assessed learners' knowledge and understanding of learning outcome 3.7: Identify the key sources of health and safety information.

Many answers appeared to show that learners had not read the question carefully enough, or did not appreciate that published information is information that is publicly available and does not include an organisation's internal documents.

Some answers were limited in range and concentrated on lists of different UK safety regulations, which could only be awarded one mark. Short lists of acronyms were also insufficient, although it is always good examination technique to write the content of acronyms out in full, followed by the acronym. Thereafter the acronym can be used within the script. While these lists may be useful as a memory reminder, they need writing out in an examination. Many answers lacked breadth in their range. An example of this was giving different types of manufacturers' data (MSDS, Supplier manuals, operating manuals) for which only one mark could be awarded.

Very few learners gained more than half the marks available for this question, mainly due to the inclusion of internal documents.

- Question 7**
- (a) **Outline** circumstances under which a health and safety enforcement inspector may issue a prohibition notice. **(3)**

 - (b) **Identify** the time period within which an appeal may be made against a prohibition notice. **(1)**

 - (c) **Outline** the effect that an appeal will have on a prohibition notice. **(1)**

 - (d) **Identify** the body that would hear the appeal. **(1)**

 - (e) **Identify** penalties incurred on indictment for contravening a prohibition notice by an individual. **(2)**
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This question assessed learners' knowledge and understanding of learning outcome 1.3: Explain the legal framework or the regulation of health and safety including sources and types of law.

This question required some precise answers which needed to demonstrate knowledge of the exact terms used in the legislation. Learners who had studied this topic carefully gained high marks.

In part (a) a significant number of learners only gave little more than the circumstances of when there was a serious or imminent danger to the risk of an individual. Very few learners gained all three marks.

For part (b) most learners identified the correct time period within which an appeal may be made against a prohibition notice. However, parts (c) and (d) were not well answered, with many learners incorrectly identifying the HSE as the body that would hear the appeal.

In part (d) although many learners made references to fines and prison sentences, they needed to state the potential magnitude of these punishments to gain a mark.

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- Question 8** A safe system of work is in place for operating a production machine. Employees are not using the safe system of work.
- (a) **Outline** possible organisational factors for this situation. (4)
- (b) **Outline** possible individual factors for this situation. (4)
-

This question assessed learners' knowledge and understanding of learning outcome 3.3: Outline the human factors which influence behaviour at work in a way that can affect health and safety.

Many of the answers to this question were too brief when the command word is outline. For example, specifying 'management commitment' would be insufficient, as the outlined response to the question, in context, should be a sentence including the technical point 'lack of management commitment'.

The question was split into two halves, with marks awarded for organisational factors in part (a) and individual factors in part (b). Many learners were unable to differentiate between organisational and individual factors. Also, those factors that were suggested were mixed up across the two categories. This meant that, although learners had correctly identified relevant factors, they could not gain marks for those that were attributed to the wrong groups within (a) and (b).

Some learners appeared to have read the question incorrectly, and instead outlined the content of a safe system of work, or included environmental factors, instead of outlining possible organisational factors.

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- Question 9** **Outline** why an organisation should investigate occurrences of work-related ill-health. (8)
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This question assessed learners' knowledge and understanding of learning outcome 4.2: Explain the purpose of, and procedures for, investigating incidents (accidents, cases of work-related ill-health and other occurrences).

Most learners were able to achieve good marks for this question. However, many learners appeared to misunderstand what the question actually asked. A significant number of learners answered it as if the question asked about the causes of ill-health, instead of explaining why ill-health cases should be investigated. Understanding the causes is one of the primary aims of ill-health investigation, but there are also a wide range of other reasons for investigation that needed to be outlined.

Some learners provided bullet-point lists instead of outlines, limiting their marks. Learners need to ensure they take note of the command word. The command word was 'outline' so more detail was required than a listed response.

There were a few other examples that showed the importance of reading and re-reading the question carefully and making sure the answer addressed the issue asked for. A number of learners discussed the investigation of an accident in depth. Others appear to have concentrated on the word 'occurrences' and consequently wrote about dangerous occurrences.

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- Question 10**
- (a) **Give** the meaning of the following terms:
- (i) health; (2)
- (ii) safety. (2)
- (b) **Explain** moral reasons for promoting good standards of health and safety in the workplace. (4)
-

This question assessed learners' knowledge and understanding of learning outcomes 1.1: Outline the scope and nature of occupational health and safety; and 1.2: Explain the moral and financial reasons for promoting good standards of health and safety in the workplace.

For part (a) (i) most learners provided a reasonable explanation of the meaning of health and were awarded full marks.

Part (a) (ii) was also well answered in the majority of cases and full marks were given to most learners.

However, part (b) was not well answered. The majority of learners were not able to demonstrate their knowledge or understanding of moral reasons for promoting good standards of health and safety and some made no attempt to answer this part of the question. Other learners only provided a vague outline. Some answers were based on a discussion of a range of legal and financial reasons, which were not relevant to the question.

- Question 11**
- (a) **Identify** '*specified injuries*' reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) **OR** '*major injuries*' reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997 (RIDDOR Northern Ireland). (4)
- (b) **Identify** how '*specified injuries*' **OR** how '*major injuries*' should be reported to the relevant enforcing agency. (4)
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This question assessed learners' knowledge and understanding of learning outcome 4.3: Describe the legal and organisational requirements for recording and reporting incidents.

Only a few learners gained full marks for this question. In part (a) many learners did not acknowledge the italicised '*specified injuries*' in the question, and described the full range of RIDDOR reportable injuries, including diseases and even dangerous occurrences. Answers that provided information regarding dangerous occurrences and over-7-day injuries were not awarded marks. To be awarded good marks for this section a good knowledge and understanding of those '*specified injuries*' listed in the Regulations was required. For some of the relevant injuries, such as fractures, not all of these injuries are notifiable, so the wording needed to specify 'fractures – other than to fingers, thumbs and toes' to gain a mark.

In part (b) the majority of learners could not clearly identify how specified injuries should be reported. Some learners provided information regarding the investigation process and internal documentation, which was not required and could not be awarded marks. Very few people were able to give the time limit within which the report needs to be made.

Responses to this question underlined the importance of reading and re-reading questions carefully.

Examination technique

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

Learners misread/misinterpreted the question

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

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

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

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

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

Learners did not respond effectively to the command word

A key indicator a question will be the command word, which is always given in **bold** typeface. The command word will indicate the depth of answer that is expected by the learner and relates to the amount of detail that should be included in each point of the answer.

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

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

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

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

Learners unnecessarily wrote the question down

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

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

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

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

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

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

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

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

Learners did not answer all of the questions

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

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

Questions can be answered in any order and answers can be written in any order in the answer book provided. Learners are advised to clearly keep track of questions they have attempted, such as marking them on the question paper that would minimise the risk of inadvertently missing a question to answer.

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

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

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

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

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

Learners' handwriting was illegible

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

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

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

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

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

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

Command words

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

Outline

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

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

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

Explain

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

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

Identify

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

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

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

Describe

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

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

Give

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

For additional guidance, please see NEBOSH's '*Guidance on command words used in learning outcomes and question papers*' document, which is available on our website: <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.