
Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IA: INTERNATIONAL MANAGEMENT OF HEALTH AND SAFETY

JANUARY 2019



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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 2019.

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 IA and tutor reference documents for each Element.

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

Unit IA

International management of health and safety

- Question 1** Accidents and incidents disrupt an organisation's normal operations, adding to the organisation's operating costs.
- (a) **Outline** potential sources of financial loss arising from accidents and incidents. (5)
- (b) **Outline** benefits to the organisation of effective health and safety management. (5)
-

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

Most candidates were able to separate out parts (a) and (b) and provide good responses to the question.

In part (a) sources of financial loss such as lost production and staff replacement were commonly provided and gained marks.

In part (b) most candidates provided benefits such as reduced costs linked to reduced risks, and less absence and turnover of staff to gain marks.

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

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

Part (a) was well answered by most candidates with many providing a good understanding of the terms in the question. In part (b) there was more variation in the quality of answers, with several candidates unable to provide health and safety information that would likely be incorporated in a new contract of employment. Evidence of health and safety information from a policy were given in cases rather than general contract terms. In order to gain marks candidates needed to cover points such as provision of a healthy working environment, provision of suitable plant and equipment, as well as the obligation on the worker to comply with the employer requirements.

Question 3 **Outline** what should be considered when developing a worker consultation programme. **(10)**

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

This question focused on the aspects that should be considered in developing a worker consultation programme. The elements that were mark worthy included, legal requirements, structure of the business, size and location of the workforce, etc and some candidates thoroughly read the question and provided good answers.

However, there were several candidates who appeared to misunderstand the element of the question that referred to *what should be considered when developing a worker consultation programme*. Those answers covered how consultation should be achieved and what it should cover. While the subject matter of consultation is similar, candidates must answer the question asked in order to be successful in gaining marks.

Candidates and course providers are reminded of the importance of reading and understanding the questions before writing the answer to help ensure that they answer the question asked.

Question 4 **Outline** ways in which workers can be motivated to work safely by an organisation. **(10)**

This question assessed candidates' knowledge and understanding of learning outcome 8.4: Explain appropriate methods of improving individual human reliability in the workplace.

This question assessed candidates' practical understanding of motivation in the workplace and was well received by many candidates. Good answers gave a broad range of tools that motivate workers including incentivising workers, as well as the threat of disciplinary measures for failing to work safely.

There were candidates who offered details of motivational theory in their answers and outlined theories such as those described Maslow and Herzberg. While there is a clear link between motivational theory and practice, the question was assessing the practice rather than the theory and therefore these candidates were not awarded good marks.

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- Question 5** Multi-causality theories recognise that accidents can have multiple causes.
- (a) (i) **Outline** why multi-causality theories are used in accident investigation. (2)
- (ii) **Outline** possible *limitations* of multi-causality theories in accident investigation. (2)
- (b) **Explain** why accident data should be recorded by an organisation. (6)
-

This question assessed candidates' knowledge and understanding of learning outcomes 3.1: Outline theories/models and use of loss causation techniques; 3.2: Explain the use of quantitative methods in analysing loss data; and 3.3: Explain the significance and use of statutory and internal reporting of loss events

This question was not well answered by many candidates, with many offering little or no understanding of the concept of multi-causality theories and their application to accident investigations.

In part (a) (i) candidates could have suggested that multi-causality theories were used in accident investigations because they can be used to show causal links and identification of root causes. For part (a) (ii) limitations could have been better discussed and answers such as the complexity and specialist skills required would have gained good marks.

In part (b) candidates were able to gain the marks for trend analysis and legal requirements, however few were able to show much depth of knowledge beyond these basics.

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- Question 6**
- (a) **Outline TWO** principles of the following risk management strategies **AND give ONE** example of **EACH** strategy:
- (i) risk transfer; (3)
- (ii) risk reduction. (3)
- (b) When applying a risk *reduction* strategy, **outline** factors that affect the choice of control measures. (4)
-

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

In part (a) it appeared that candidates were more familiar with the concept of risk transfer strategies, rather than risk reduction strategies. For many candidates risk reduction appeared to be no more than providing guarding for machinery, whereas candidates needed to offer a more strategic approach, eg by referencing the hierarchy of controls, application of safety management systems, etc.

In part (b) outlining factors of practicability and cost would have gained good marks. Few candidates referred to the length of time a control measure may be required.

Risk management and associated strategies are key tools for safety practitioners and candidates should familiarise themselves with these concepts.

Question 7

You are the health and safety manager attending an annual senior management meeting, where health and safety performance and objectives are being reviewed.

- (a) **Outline** what should be considered when setting health and safety performance objectives. (10)
- (b) **Outline** what should be considered when *reviewing* health and safety performance. (10)
-

This question assessed candidates' knowledge and understanding of learning outcomes 4.4: Explain the need for and process of reviewing health and safety performance; and 4.1: Explain the purpose and use of performance measurement in relation to health and safety objectives and arrangements.

A little over half of candidates chose to answer this question. While there were several good answers, there were some that did not seem to answer the concepts of health and safety objectives and reviewing performance with adequate breadth. When tackling a question which requires an 'outline' for 10 marks candidates should be prepared to provide a suitable amount of breadth to their answer in order to be awarded good marks.

In part (a) candidates were required to consider points such as requirements of the organisation's safety management system, legal requirements, organisational risk levels, etc. There were several candidates who mentioned SMART objectives which was mark worthy, however those who provided detailed explanations of the meaning of SMART did not gain good marks, since typically their answers lacked the breadth of other aspects to be considered.

Part (b) answers were characterised by a lack of detail of understanding of the meaning and purpose of '*reviewing* health and safety performance'. Again a good breadth was required and marks were awarded for outlines of points such as accident data, absence data, organisational claims history, results of consultation, etc.

Question 8

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

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

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

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

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

In order to gain good marks candidates were required to have a good knowledge of the principles, techniques and application of the fault tree analysis technique in the workplace. A superficial understanding would not yield good marks. This question was the least popular of the elective questions and answers ranged from very good to very limited.

In some cases there was confusion between fault trees and other techniques, such as event tree analysis or failure mode and effect analysis. In some cases where candidates did recognise the fault tree process they were confused between the appropriate *and/or* logic gates. Those candidates who produced a correct fault tree with the appropriate logic gates tended to gain good marks with the calculation part of the question and the analysis of the tree.

In parts (a) and (b) candidates were required to make a clear distinction between the principles and techniques of fault tree analysis, which proved challenging for some. Under the principles candidates needed to make reference to a deductive method, using logic gates to link causes to an event. Under the technique of fault tree analysis, points such as determination of the top event followed by analysis and sequencing of causes, construction of a *tree diagram* through to evaluation and analysis of causation, would have gained marks.

Following analysis of a correctly drawn diagram, candidates were expected to identify sunlight striking the detector as the main cause of false alarms and offer solutions such as relocation, protection of detector in order to be awarded marks.

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- Question 9** An organisation has recently acquired a new business, *Push and Pull Pumps (PPP)*. *PPP* is an old established business that manufactures pumps used in the oil and gas industry and employs around 75 workers. Over the last 25 years there has been little investment in the organisation and most of the workers have been employed there for over 10 years. The acquiring organisation is part of a large multinational organisation with accredited health and safety management systems.
- (a) **Describe** indicators of a negative health and safety culture that could be present in *PPP*. (8)
- (b) **Outline** how the acquiring organisation could ascertain the state of the health and safety culture in *PPP*. (6)
- (c) **Outline** how the culture in *PPP* could be positively influenced by the acquiring organisation. (6)
-

This question assessed candidates' knowledge and understanding of learning outcomes 7.7: Explain health and safety culture and climate; and 7.8: Outline the factors which can both positively and negatively affect health and safety culture and climate.

This question assessed candidates' understanding of the theory and application of safety culture in different types of organisations.

This was a reasonably popular question and was well answered by many candidates. There did appear to be some crossover in candidates' understanding of the various parts of the question, with some mixing up answers to parts (a) and (b).

In part (a) candidates were required to describe indicators such as PPE not being worn or evidence of rule breaking, for example.

Part (b) of the question required the candidates to outline how the state of the safety culture could be ascertained, for example by using tools such as observations, inspections, and attitude surveys.

Finally part (c) offered the candidates a natural progression from the measurement of the culture, to what can be done to influence it in a positive way. Key points around effective communication, demonstrating a commitment and laying fears, would have gained marks.

- Question 10**
- (a) **Outline** the role of the International Labour Organisation (ILO) in a global health and safety setting. (2)
- (b) **Outline** how the ILO can influence health and safety standards in different countries. (5)
- (c) **Outline** how the media can influence attitudes towards health and safety. (8)
- (d) **Describe** what is meant by the term '*self-regulation*'. (5)
-

This question assessed candidates' knowledge and understanding of learning outcomes 2.3: Explain the role and limitations of the International Labour Organisation in a global health and safety setting; and 2.4: Explain the role non-governmental bodies and self-regulation has in securing common health and safety standards in a global economy.

This was a popular question, attempted by many of the candidates, however many candidates had difficulty in gaining good marks.

There was evidence that candidates had only a vague understanding of the role of the International Labour Organisation (ILO) and how it might influence health and safety in different countries. Marks for some candidates may have been higher if they had not raised points relevant to part (a) in (b) and vice versa. A number of candidates misunderstood the requirements of part (c), focusing on how different methods of communication could be used to influence health and safety within a specific organisation. Marks were awarded for points such as sensationalist coverage, range of media used.

Although there were candidates who did not have an understanding of self-regulation, other answers indicated that there were some candidates who did have an understanding of the subject, but had difficulty in outlining it adequately to gain high marks. Candidates could have included points such as voluntarily accepted rules, signed up to a formal structure eg ISO, and often a sanction of removal of certification for non-compliance. Self-regulation is not an option to not comply with statutory requirements.

Question 11 An inexperienced train driver has passed a stop signal. An investigation finds that the driver had seen the signal gantry but had not perceived the relevant signal correctly. He was unaware that there had been previous similar incidents at the signal gantry and had received no local route training or information.

The signal was hard to see being partly obscured by a bridge on approach and affected by strong sunlight. The light arrangement on the signal was different to normal. The driver had no expectation from previous signals that it would be on 'stop'.

- (a) **Give** reasons why the driver may not have perceived the signal correctly. **(8)**
- (b) **Outline** actions that could be taken to help reduce the likelihood of this incident happening again. **(12)**
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This question assessed candidates' knowledge and understanding of learning outcomes 8.2: Explain the nature of the perception of risk and its relationship to performance in the workplace; 8.1: Outline psychological and sociological factors which may give rise to specific patterns of safe and unsafe behaviour in the working environment; 8.3: Explain the classification of human failure; and 8.4: Explain appropriate methods of improving individual human reliability in the workplace.

This was a very popular question and generally well answered.

In part (a) candidates who gained low marks did so because they did not give adequate reasons in relation to the driver issues, or simply repeated the information given in the question without including how it would likely affect the driver. Candidates could have given reasons such as mistaken signal colour due to sunlight, sunglasses or sight defects.

In part (b), those candidates who focused on issues that were not relevant to the scenario, such as keeping a safe distance from other vehicles or lack of provision of defensive driver training, did not gain high marks. Whereas those who outlined relevant points such as driver screening, signal replacements, specific training gained good marks.

Simply repeating the question and rewording the scenario is not worthy of marks and candidates and course providers are reminded of the importance of examination technique in preparing for International Diploma examinations.

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 subject. 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 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 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 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 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 over-elaborate 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 be 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 over-elaborate 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: <https://www.nebosh.org.uk/i-am/a-student/> - from this page the document can be found by clicking on the relevant Qualification link, then on the 'Resources' tab.