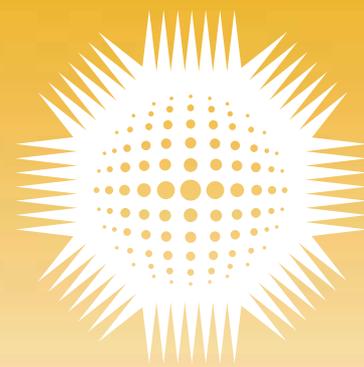


October - December 2015

Examiners' Report

NEBOSH National General Certificate in Occupational Health and Safety (GC2)



nebosh



Examiners' Report

UNIT GC2: CONTROLLING WORKPLACE HAZARDS

OCTOBER – DECEMBER 2015



For: **NEBOSH National General Certificate in Occupational Health and Safety**
NEBOSH International General Certificate in Occupational 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 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) regulatory requirements.

This report provides guidance for candidates which it is hoped will be useful to candidates and tutors 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.

This report has been prepared to provide feedback on standard date and on-demand GC2 examinations sat between October and December 2015.

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

Candidates and course providers will also benefit from use of the 'Guide to the NEBOSH National General Certificate in Occupational Health and Safety' and 'Guide to the NEBOSH International General Certificate in Occupational Health and Safety' which are available via the NEBOSH website. In particular, the guides set out in detail the syllabus content for GC2 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 make reference to the GC2 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit GC2

Controlling workplace hazards

Candidate performance

This report covers all examinations, both standard and on-demand examination sittings during October to December 2015.

Learning outcomes

The following six learning outcomes have been identified as being the most challenging areas of the syllabus for candidates in this period:

4.4 Explain the main control measures for reducing risk from machinery hazards

The fundamental understanding of the risks associated with moving parts of machinery and the need for effective guarding and protective devices has been a central pillar in accident prevention for many, many years. Every workplace contains machinery that has the potential to cause serious injuries or worse. In fact, accidents involving machinery are second only to falls from height in terms of the numbers of fatal injuries among workers.

This element of the syllabus includes reference to a wide range of machinery that would be common in offices, retail, manufacturing, construction and agriculture and therefore a basic understanding of common types of machinery guards and protective equipment is required. In this examination period, this included the principles, advantages and disadvantages of fixed and interlocked guards, the merits and limitations of 2-handed controls and the use of sensitive protective equipment (trip devices). Questions during this period, returned the lowest marks, with over 40% of Examiners reporting that candidates demonstrated little or no understanding of the control measures for reducing risk from machinery hazards. This widespread failure of candidates to gain reasonable marks for their answers to machinery questions may be due to the candidates' lack of familiarity or experience with machinery and their respective safeguards. However, this should not be an excuse for limited performance and as such course providers should identify gaps in candidate knowledge and should ensure that tuition and course materials will help to compensate for any shortcomings in candidates' experience that may compromise their ability to gain marks in the NEBOSH National General Certificate examination.

Examiners reported that candidates had little practical knowledge of the preferred type of guard, that is the fixed guard, in terms of why it protects workers, how removal is limited and where it should be used. Paradoxically, candidates confused fixed guards with interlocked guards, yet their application is wholly different as such guards can be easily opened, but such an action will have the effect of rendering the machine safe. However, many candidates did refer to domestic equipment as a suitable example where an interlocked guard could be found, such as washing machines, even though these machines are not within the scope of the syllabus.

It appears that many candidates see certain words and use these as a basis for their answer irrespective of the context. For example, Examiners have reported that when a question has referred to two-handed controls, answers have included a device for use by two persons rather than a safety device that requires both hands to operate machinery; and that reference to sensitive protective equipment for machinery has resulted in answers relating to circuit breakers and RCDs which have no bearing on protecting workers from moving parts of machinery. A further example with reference to protective appliances, has resulted in answers relating to personal protective equipment, rather than the provision of jigs, holders and pushsticks. These common pitfalls indicate a lack of understanding of this element of the syllabus that is a result of either limited candidate preparation or from inadequate tuition from the course provider.

3.2 Explain the hazards and control measures which should be considered when assessing risks from manual handling activities

Manual handling of loads will be carried out in nearly all, if not all workplaces and therefore the majority of candidates would be familiar with manual handling activities. Additionally, manual handling continues to be the cause of the majority of workplace injuries and is subject to legislation, directives, international regulations and conventions, all of which require that manual handling risks are assessed in terms of the aspects of the *task, individual, load* and *working environment* that may contribute to the risk of injury (TILE assessment). Questions in this examination period included types of manual handling injuries and reference to the *task* and *load* aspects of the TILE assessment, all of which are included in the syllabus to the NEBOSH National General Certificate. However, Examiners report that even though manual handling is a familiar activity and subject to regulation and an abundance of guidance, candidates did not perform well in questions from this learning outcome, being second only to machinery with regard to the lowest number of marks gained.

When asked for injuries caused by manual handling, many answers included vague reference to musculoskeletal disorders (MSD) and work-related upper limb disorders (WRULDs) which would not be sufficiently specific, as injuries relating to the spine and limbs would have been required to gain the marks available. There is evidence here that candidates remember generic terms such as MSD and WRULDs and use these as stock answers to questions relating to manual handling and do not gain marks where more focused answers are required.

However, the issue that has caused most concern among Examiners in this period and with regard to this element of the syllabus, is in relation to questions that have required answers on a specific aspect of TILE. Questions that have referred to the *task* or have referred to the *load* have, in many cases, received answers covering all of the aspects of a TILE assessment, that, while would gain some marks, would fall far short of gaining all of the marks available. Examiners have reported that this could be due to candidates responding to any question referring to manual handling with a stock TILE answer, or have reported that candidates may have failed to read the question properly. In either case, it is clear to see how marks can be missed due to lack of attention to detail and as such course providers should take time to explain such pitfalls to candidates who have enrolled on a course of study for the NEBOSH National General Certificate.

5.2 Outline the control measures that should be taken when working with electrical systems or using electrical equipment in all workplace conditions

Although not one of the most common causes of injury, contact with electricity has a higher proportion of fatal consequences than many other types of accident. Therefore, effective means are required in order to prevent direct contact with an electrical conductor; minimise the risk of electric shock should a fault occur in electrical equipment; have safe systems of work when working on electrical circuits; and to ensure that electrical equipment remains in a good condition; all of which were the subject of questions during this examination period.

Candidates continue to demonstrate a limited understanding of electrical issues, which was reflected in the marks awarded for answers to all of the electrical questions during this examination period. Although the majority of candidates are aware of the term '*PAT Testing*' with regards to ensuring that portable electrical equipment is maintained in a safe condition, candidates could not offer any depth of knowledge of maintaining portable electrical equipment, beyond aspects of equipment that should be inspected. Therefore, questions that required the candidate to outline a strategy for maintaining portable electrical appliances, or questions that required knowledge of aspects of maintaining portable electrical appliances, such as *formal appointed person inspections* gained very few marks.

Candidates are not expected to be experts in electricity, but should have a basic understanding of the functionality of common controls for electrical safety, such as safety of electrical equipment, or the safety of working on electrical circuits in order that their application and effectiveness can be appreciated. However, in this examination period Examiners have reported a wide scale lack of knowledge on all matters electrical.

This widespread standard in answers to electrical questions must, to some degree reflect the quality of training and training materials used by course providers. Repeated incorrect answers were too common to be able to lay the blame on the ability of the candidate, or on inadequate candidate examination preparation. Almost exclusively, candidates believe that double insulation refers to an electrical cable and that residual current devices (RCDs) or ground interrupters have the same function as a fuse, all of which is incorrect. Additionally, it would appear that candidates come to the examination with a number of remembered terms, such as 'earthing', 'reduced low voltage' or 'miniature circuit breakers' with little knowledge of what these electrical safety features are, nor where they would be required or applied, with low marks being awarded accordingly.

Due to the continuous widespread weakness of candidates on electrical safety, course providers must take the lead in improving teaching standards in order that candidates have a fair chance of gaining the marks available.

7.2 Explain the factors to be considered when undertaking an assessment of the health risks from substances commonly encountered in the workplace

Hazardous substances are present in the majority of workplaces, examples including raw materials, by-products and cleaning agents. Although it is always preferable to eliminate or avoid exposure to hazardous substances this is clearly impracticable in many cases and therefore the risks from exposure to hazardous substances must be assessed and effectively managed. In this examination period questions required candidates to demonstrate knowledge of the factors to consider when undertaking an assessment of health risks from hazardous substances, the use of workplace exposure limits (WELs) and how exposure to hazardous substances can be monitored.

Many responses to such questions were limited, with low marks being awarded as a result. Examiners have reported that when asked for the factors to consider when undertaking an assessment of health risks from hazardous substances, a large number of candidates either give a hierarchy of controls as their answer, or referred to the 5 steps to risk assessment, neither of which would gain many marks. Where candidates did show some understanding of health risk assessment factors for hazardous substances, answers did not stay focused on health and issues and references to flammability, manual handling and falls from height were included, again without marks being awarded. Examiners have suggested that candidates either did not read the question properly and missed the reference to *health risks*, or their breadth of knowledge was not sufficient in this area of the syllabus and gave non-relevant examples in order to fill out their answer. Either way this would reduce the opportunity to gain marks.

Questions that relate to WELs continue to be answered inadequately with common errors, once again being repeated in this examination period. Many candidates continue to believe that WELs set a limit of exposure time and few candidates link WELs to the inhalation route of entry, both of which indicate limited preparation for questions from this element of the syllabus.

When workers are exposed to hazardous substances employers should monitor exposure in order to check the effectiveness of control measures. Again, candidates are prepared to include *monitoring* in their answer to general questions relating to hazardous substances, but few candidates are able to demonstrate any depth of knowledge of monitoring, nor give examples of monitoring of the workplace or monitoring of the worker.

Both candidates and course providers must ensure that examination preparation includes both the breadth of the syllabus and the depth required by the command words.

8.1 Outline the health effects associated with exposure to noise and appropriate control measures

Questions in this examination period covering this learning outcome included the effects of noise on workers, measures to reduce levels of noise, types and limitations of hearing protection, the properties of sound, noise measuring techniques and health surveillance.

A course of study on noise and the effects of exposure to noise will require a level of technical knowledge of sound pressure, the decibel, frequency and weighting filters, dB(A) and dB(C). Additionally types of noise control such as isolation, absorption, insulation, damping and silencing should be understood, along with noise measurement techniques.

Many candidates have difficulty with questions that require a degree of technical knowledge and this is no exception when noise is the subject. Examiners report that questions relating to the components of noise were not well understood and the answers on the effects of noise on hearing contained insufficient detail and were largely limited to reference to *hearing problems* and *deafness*, with very few candidates referring to secondary effects of noise exposure. Questions on the role of health surveillance with regard to noise exposure were not attempted by many candidates. There are reports from Examiners that entire cohorts of candidates had no knowledge of this element of the syllabus at all that must indicate, at least in part, that this limited performance may be due to the quality of the training by the course provider. In addition to confirming that course materials are accurate, course providers should ensure that course tutors also have the competence to teach such subjects adequately in order to provide candidates with a fair chance of success.

2.1 Explain the hazards and control measures for the safe movement of vehicles in the workplace

Accidents involving vehicles and workers will inevitably result in serious injuries and such accidents are one of the major causes of fatalities in the workplace. Therefore effective traffic management and worker awareness is required which, due to the common nature of workplace vehicle, candidates should be familiar with. Questions in this period included physical features of traffic routes, controls required to minimise vehicles colliding with people or structures and reasons why an approaching vehicle may not be heard.

This element of the syllabus normally causes few problems to candidates. However, in this examination period Examiners have reported that candidates did have difficulty in gaining above average marks. Several Examiners have suggested that the reason for low marks being awarded was due to candidates providing insufficient depth of answers where the *outline* command word was given (see command word section below). A further reason for limited performance reported by Examiners is that many candidates either do not read the question properly, or provide a generic answer, or an answer to a different question on the same subject. An example is the question that required candidates to provide an outline of *physical* features of a traffic route. Here, many candidates included reference to training, supervision, high visibility clothing and even features of vehicles, all of which would not have gained any marks.

A further example where limited marks were awarded involved a two-part question with regard to the prevention of vehicles colliding with people or structures. Part (a) required an outline of protective measures and part (b) required an outline of site rules. Many candidates could not differentiate between *protective measures* and *site rules*, mixing their answers up accordingly. Additionally, some candidates answered this question as a general traffic route question and included irrelevant points in their answers.

Candidates should be prepared to answer the question as set and not rely on stock answers from previously set questions. Course providers should also ensure that their teaching methods do not put too much emphasis on the answers to previous questions, instead use previous questions as examination technique rather than teaching the answers.

Examination technique

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

Candidates misread/misinterpreted the question

Candidates misreading or misinterpreting the question is by far the most common cause of candidates 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 candidates to be sufficiently prepared to provide the relevant depth of answer across a broad range of topic areas. For example, a candidate 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 candidate should focus not only on the general topic area (eg stress, fire) but also the specific aspect of that topic to which the question relates.

Candidates must also pay attention to the command word. For example, a question could ask candidates to '**identify** the hazards associated with demolition work', or a question from the same element could ask candidates to '**outline** the control measures required during demolition work'. Candidates 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, candidates 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 candidates 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 topic area, these points are not focused on the specific learning outcome and marks cannot be awarded. However, some candidates appear to misread or misinterpret several questions. This situation is more likely due to candidates preparing for the examination with a number of stock answers obtained through rote-learning, that again can provide answers that are loosely associated with the topic 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 topic matter and marks are not awarded.

Candidates 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.

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 that 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 candidate would be expected to provide in an answer to an examination question.

Examiners report that candidates 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 candidate in their examination answer. A significant number of candidates, 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 candidates do provide too much information, which would not be required where a command word limits the expected answer to 'give' or 'identify'. Candidates would not be penalised for providing excessive detail but this would not be an efficient use of the time allocated.

Course providers 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 candidates on suitable examination technique during a course of study.

Candidates 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 candidates 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 candidates do not answer all of the questions in the time permitted and do not complete the question paper, some of whom obviously ran out of time.

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

It is clear that there are a significant number of candidates 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 candidate's **understanding** of the topic and reciting a pre-prepared and memorised answer will not show a candidate's understanding. In fact, if a candidate 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 topic and will inevitably result in low marks being awarded for that answer.

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

There are instances where candidates 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.

Candidates 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 candidates and makes it much clearer in the stress of the examination for candidates to see which points have been made and reduce the chances of the same point being made several times.

Candidates did not answer all of the questions

It has been noted that a number of candidates do not attempt all of the questions on the examination and of course where a candidate 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. Course providers must emphasise the importance of attempting all questions in order to maximise the opportunity to attract marks. Some candidates do not answer up to four questions which is a potential thirty-two marks that the candidates could not gain. Obviously, this will affect pass rates.

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. Candidates 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 topic 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 stock answers, or simply not being adequately prepared for the examination across the breadth of the syllabus. There is always the risk of a candidate 'going blank' in an examination situation, in which case candidates 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, candidates 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.

Candidates 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 candidates 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 course providers and candidates 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.

Candidates 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.

Candidates' handwriting was illegible

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

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

NEBOSH recommends to accredited course providers that candidates undertaking 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: http://www.ielts.org/institutions/test_format_and_results.aspx

Candidates wishing to assess their own language expertise may consult the IELTS website for information on taking the test: <http://www.ielts.org/institutions/faqs.aspx>

Course providers 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 candidates. 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 candidates 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 candidate 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 candidate 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 candidates 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 candidates do answer such questions sufficiently and satisfactorily, other candidates 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 candidates 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 course providers should use the NEBOSH guidance on command words within their examination preparation sessions in order to prepare candidates for the command words that may arise.

Describe

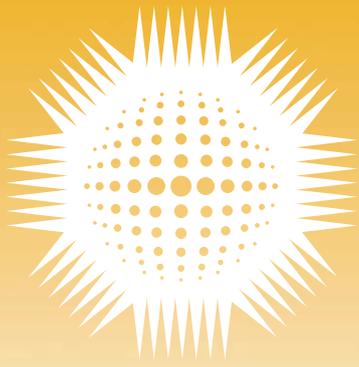
The command word 'describe' clearly requires a description of something. The NEBOSH guidance on command words says that 'describe' requires a detailed written account of the distinctive features of a topic such that another person would be able to visualise what was being described.

If a person was asked to describe the clock in the examination room, they 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. Candidates 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: www.nebosh.org.uk/students/default.asp?cref=1345&ct=2.



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