



Question Papers and Report of the
Assessors and the Examiners for the
Qualifying Examination for
Promotion to the Rank of
Leading Firefighter
Part I: Written Examination 2004

QUESTIONS PAPERS AND REPORT OF THE ASSESSORS AND EXAMINERS FOR THE QUALIFYING EXAMINATION FOR PROMOTION TO THE RANK OF LEADING FIREFIGHTER PART I WRITTEN EXAMINATION 2004

GENERAL COMMENTS

The nineteenth examination conducted by the Fire Services Examinations Board produced a pass rate of 44.8% from 616 candidates who sat the examination. These figures show an increase in the percentage pass rate to that achieved last year (33.6%) but a decrease in the number achieving success from a significant decrease in the number of candidates sitting the examination.

The number of good quality scripts remained similar to that provided last year, but these regrettably, still remain in the minority. The general quality of scripts submitted by candidates still suggests that some present themselves for the examination without sufficient preparation either by undertaking insufficient study or by lack of thought or practice of proper examination technique. However, it was apparent that some candidates had formed themselves, or been formed, into study groups which had resulted in good quality responses being provided from groups within a fire and rescue service, and pleasing to note that these had obtained the reward of high marks.

Regrettably, there still remain some candidates who seem willing to take a chance and rely on their day-to-day experiences rather than carry out any other effective preparation. Over the years this has been reported as the most likely way in which a candidate will fail the written examination. I can do no better than again repeat this advice to those who intend to take the examinations in the future.

With regard to the use of examination techniques, firstly use your time wisely. Candidates should read the questions carefully and identify what information is being sought and how it suggests that it be presented, (eg list, define, describe, explain, provide examples, identify). Avoid the temptation to scan the question and quickly rush into writing your answer. Each year, there are cases where very detailed answers have been provided full of good information but, sadly, not relevant to the question asked, and no marks have been obtained.

When you have completed your answers, take time to read through them and compare each to the relevant question. Examiners can only mark what has been submitted and are not in a position to imagine what a candidate meant to write. There have been many instances where it was considered that inadequacies within a script could have been identified and corrected if sufficient care had been taken when undertaking this further check.

The use of general terms without further clarification should be avoided such as 'appropriate PPE', 'a safe system of work', 'implement control measures', etc, all of which might be meaningful to the candidate but totally lack the detail required to suggest a depth of knowledge and understanding for the allocation of marks.

All questions should be attempted. Failure to answer any question should always be avoided as this will reduce the candidate's opportunity to obtain marks that can make the difference between obtaining a pass or fail in that Paper.

The following pages contain the detailed comments of the Assessors and Examiners. A careful study of these comments should be beneficial to future candidates.

PAPER 1: OPERATIONS

GENERAL COMMENTS

Comments Relating to Questions

The candidates who attempted this paper provided many good quality scripts which resulted in a greatly improved pass rate. Regrettably, there still remain a fairly high number of poor quality scripts with evidence of poor preparation and study, bad handwriting and the age old failing of not reading and interpreting the question correctly.

Some candidates failed to answer all the questions, and some provided lengthy scripts when all that was required was a brief description or list. This invariably appeared to be from a failure to properly interpret what was asked for in the question. Regurgitating the question verbatim in the answer will never obtain any marks but will waste valuable time.

It is apparent that many candidates do not check their work before leaving the examination room. If candidates read the question properly, restricted their responses to the specific material asked for and followed the instructions, there is adequate time to re-read their submissions, to correct the many obvious slips, make any necessary additions or amendments and thus maximise the marks awarded.

The apparent belief in one's operational experience being sufficient once again proved to be inadequate as preparation for this examination. It was clear from candidates' responses as to which ones had relied on this strategy. The importance of a systematic study of the bibliography cannot be over-emphasised.

SECTION A FIRE APPLIANCES, EQUIPMENT AND SYSTEMS

Attempt BOTH questions

- 1 Whilst instructing on Breathing Apparatus you are asked by an inexperienced firefighter to explain how the table showing the remaining working duration of open circuit breathing apparatus is calculated. You explain that the following formula is used:

$$D = \frac{(P \times C)}{(N \times 40)} \quad 10$$

What do the following figures from the formula represent?

(a) 40; (8 marks)

and

(b) 10. (2 marks)

Bibliography: Fire Service Bulletin 1/1997 Appendix 4, page 1.

This was a poorly answered question with very few obtaining a satisfactory level of marks. Responses to Part (a) were particularly poor; most responses failed to interpret the formula correctly with little mention or understanding of the Notional Consumption Rate. This is disappointing given the operational implications of understanding the effect of work on duration. Those who obtained marks made mention of the Notional Consumption Rate in litres per minute but no-one provided the full and accurate response required. There was some improvement in Part (b) where many candidates correctly identified the safety margin in minutes.

- 2 On arrival at an incident in which Class B liquid fuel is on fire, you decide to apply fire fighting foam to extinguish the fire completely.
- (a) What resources would you need to consider to enable your actions to completely and successfully extinguish the fire?
(6 marks)
- and
- (b) What guidance would you use as regards the necessary foam application rate?
(2 marks)
- and
- (c) What could be the consequences for the extinguishment of the fire if sufficient resources are not maintained for the required foam application?
(2 marks)

Bibliography: Fire Service Manual Volume 2 – Firefighting Foam, Chapter 5, page 21.

An operational problem which was generally well answered. In Part (b), many candidates confused the Home Office recommended application rates with foam expansion ratios and percentages of foam concentrate in a foam solution. Foam application rates are expressed in litres per minute of foam solution per square metre of burning area of fire. However the question asked only what guidance would be used and therefore reference to the Home Office recommended rates gained valuable marks.

It was disappointing to note that the term 'manpower' is still extant in the service. Although no marks were deducted it would be more suitable and inclusive within a diverse workforce to utilise 'firefighters' or 'staff' instead.

SECTION B OPERATIONAL PROCEDURES AND INCIDENT COMMAND

Attempt BOTH questions

- 3 You are the officer-in-charge of a fire appliance en route to an emergency call when it approaches a red traffic light.
- (a) Under what circumstances may the driver of your appliance treat the red traffic light as a 'give-way' sign? (6 Marks)
- and
- (b) Treating the red light as a 'give-way' sign may bring your appliance into conflict with other road users and pedestrians. What precautions should be observed by the appliance driver? (4 Marks)

Bibliography: Study Note 1103 - Proceeding to an Incident, page 2.

Overall, this question was well answered with many candidates attracting a good level of marks. In part (a), those who had apparently studied the bibliography achieved high marks whilst those who relied on practical knowledge and experience did not. Part (b) was well answered by the majority of candidates.

- 4 As part of your responsibilities for Health and Safety you are asked to carry out a review of the Hazards and Risks associated with responding to emergencies.
- List the categories of significant hazards and risks that relate to operational staff when arriving at an incident and getting to work. (10 marks)

Bibliography: Fire Service Guide to Health & Safety, Volume 3, Section 1.3.

This question was not well interpreted or answered. The key phrase was 'List the categories of significant hazards when arriving at an incident and getting to work'. Many candidates mentioned receipt of a call, what happens en route etc which attracted no marks. There were many lengthy scripts when all that was asked for was a list.

SECTION C FIREFIGHTING AND RESCUE INCIDENTS

Attempt BOTH questions

- 5 You are officer-in-charge of an incident and on arrival you discover that this involves asbestos.

What are the Command and Control Procedures that should be applied?
(10 marks)

Bibliography: Study Note 1105 – Asbestos, pages 3,4 and 5.

This was a very well answered question with high marks being obtained by the majority of candidates. It was pleasing to realise that many had studied the bibliography or had received training in this important aspect of command and control which affects the safety of firefighters and the public. Those few who did not achieve high marks veered off into decontamination procedures, while some candidates failed to provide sufficiently detailed descriptions of the correct PPE.

- 6 You are officer-in-charge of a crew called to rescue a man and his dog that have fallen through the ice in a pond. What control measures would you apply in carrying out a rescue? (10 marks)

Bibliography: A Guide to Operational Risk Assessment, Section 2.1, page 4.

A poorly answered question. This was a problem designed to test candidates knowledge and understanding of how to reduce the risk to firefighters under their command. Those who provided bland statements such as 'decide on a safe system of work' or 'implement control measures to reduce risk' did not attract marks. Candidates who correctly identified the major hazard and gave details of simple methods of control gained good marks. Once again it was those candidates who had apparently studied the bibliography who gained the benefit of obtaining a satisfactory level of marks.

SECTION D SCIENCE AND FIREFIGHTING

Attempt BOTH questions

- 7 You are officer-in-charge of a crew attending a flat on fire, which is confined to an unventilated compartment. You decide that you must make an entry to attack the fire and to ventilate the compartment.

In the scenario outlined above, what precautions would you ensure that firefighters take **prior to** making an entry? **(10 marks)**

Bibliography: Fire Service Manual Volume 2 – Compartment Fires and Tactical Ventilation, Part 1, Chapter 2, pages 10 and 11.

A Guide to Operational Risk Assessment, Section 5.8, page 61.

This was a well answered question overall, although many candidates went into great detail on matters which were nothing to do with the problem posed, eg descriptions of the signs and symptoms of backdraught.

- 8 At a fire in a steel framed building you observe that a fully developed fire is directly impinging onto a steel beam.

(a) In these circumstances, by what method will heat be transmitted through the beam? **(2 marks)**

and

(b) What are the other methods of heat transmission? **(4 marks)**

and

(c) In what direction will heat energy flow? **(4 marks)**

Bibliography: Fire Service Manual Volume 1, Physics and Chemistry for Firefighters, Chapter 5, page 33.

Overall, this question was well answered with many utilising diagram's to illustrate their answers. However it was clear that a sizeable minority of candidates could not correctly identify the three basic methods of heat transmission. In addition, the fundamental rule that heat travels from regions of high temperature to regions of low temperature was not understood by many candidates. The statement that heat rises was insufficient. It must be recognised that heat can travel in any direction; an important and fundamental issue when preventing fire spread.

PAPER 2: FIRE SAFETY, EDUCATION AND ENFORCEMENT

GENERAL COMMENTS

Comments Relating to Questions

The result of this years paper showed a great improvement in this important aspect of the Fire and Rescue Service role.

The bibliography provides not only sufficient information for candidates to be awarded top marks in the examination, but is also an aide to broaden their practical knowledge needed to successfully carry out the community fire safety responsibilities expected of them.

Many of the unsuccessful candidates continue to place too much reliance on 'operational experience'.

SECTION A FIRE SAFETY LEGISLATION

Attempt this question

- 1 The Fire Precautions (Workplace) Regulations 1997 require employers to provide emergency routes and exits which should be kept clear at all times. However, in order for these emergency routes and exits to be considered satisfactory, what basic safety requirements should they comply with?

(10 marks)

Bibliography: Study Note 1201 - The Fire Precautions (Workplace) Regulations 1997 – Awareness, page 3.

A question that generally realised a high percentage of good marks. Some candidates failed to attract marks by explaining the relevant legislation rather than the components of emergency routes/exits. Some candidates failed to appreciate that doors can be fastened or locked, but must be capable of being opened immediately.

SECTION B COMMUNITY FIRE SAFETY

Attempt ALL questions

- 2 A member of the public has called at the fire station to ask your advice in connection with the refilling of a recently purchased paraffin heater, which is to be used to heat a greenhouse.

List the precautions that should be taken when refilling the heater. (10 marks)

Bibliography: Study Note 1203 - Fire Safety in the Home, page 5.

Generally a well answered question by those who had apparently studied the bibliography.

Most marks were lost through a lack of understanding of the basic principles of the operation of a paraffin heater. Examples of this were disposing of the used cartridge, taking care to avoid freezing metal work or unplugging the heater before refilling it.

- 3 During a visit to a local community group, one of the members asks your advice about the storage and use of a recently purchased **electric underblanket**.

What advice will you give in relation to:

- (a) the storage of the blanket when not in use? (2 marks)

and

- (b) safety precautions to be taken when being used? (4 marks)

and

- (c) ongoing maintenance and checks? (4 marks)

Bibliography: Study Note 1203 - Fire Safety in the Home, page 7.

Overall, a well answered question with many candidates achieving high marks.

The majority of candidates who did not obtain a satisfactory level of marks appear to have ignored the bibliography and relied upon their own experience of dealing with an electric blanket in their domestic environment. Regrettably this demonstrated many failings that a study of this subject should overcome.

- 4 Having given a talk on fire safety in the home to a local community group, a member of the audience asks you for advice on how to fit a new electrical plug to their television and the correct fuse to be used.

State the advice you would give regarding:

- (i) information on wiring colours;
- (ii) why the correct fuse size is important; and
- (iii) a guide as to the size of fuse required for different types of appliances. **(10 marks)**

Bibliography: Study Note 1203 - Fire Safety in the Home, page 6.

Most candidates had no difficulty in obtaining a reasonable level of marks in this straight forward practical question.

However, those who failed to attract sufficient marks neither understood the basic wiring scheme nor the purpose of a fuse.

Some candidates wasted valuable time in providing a drawing of a plug, which was not called for in this question.

Those who provided no detailed answer in section (iii), only stating that manufacturers guidance should be followed or expect advice to be sought achieved low marks.

- 5 When occupiers/owners of care premises experience persistent false alarms from automatic fire alarms and detection systems:

(a) what are the common causes of such calls? **(5 marks)**

and

(b) how can the number of these alarms be radically reduced or stopped? **(5 marks)**

Bibliography: Study Note 1204 – Unnecessary Fire Calls, page 7.

It is disappointing to note that this question was not well answered. This seemed to be primarily due to candidates basing their answers on their experience of attending false alarm calls to care premises. Many candidates submitted answers which failed to address the question asked, covering areas such as accidental actuation of manual call points and their local brigade's strategy for reducing calls to care premises. It was clear that many candidates had not studied the bibliography.

PAPER 3: HUMAN RESOURCE MANAGEMENT

GENERAL COMMENTS

Comments Relating to Questions

The study and application of the principles of Human Resource Management is essential to those aspiring to be effective in leadership and supervisory roles. Unlike other subjects, candidates may have little or no practical experience in applying the principles. It is therefore essential to prepare for the examination and to study the bibliography carefully to assist in and develop understanding of this material.

Previous reports of Assessors have emphasised the need for candidates to plan and organise the study of the bibliography and also the need to apply examination techniques. Unfortunately this guidance is continually disregarded. The list of errors identified in last year's report were still clearly being repeated. The content and quality of attempts by many candidates were as a result extremely poor with numerous scripts attracting very low marks.

Whilst the general standard for questions 4, 5 & 6 were reasonably good, demonstrating an improving level of knowledge in Incident Debriefing and Health & Safety, performance in the remaining questions was poor. In many cases examiners searched in vain to award marks.

It was of concern to the examiners, given the importance and national profile of 'diversity' within the modernising agenda that Question 2 was poorly addressed. Many candidates appeared to have little appreciation or understanding of this topic. Study Note 1302, which covers this subject in detail, had been updated and clearly and simply outlines the meaning of diversity. It can only be assumed that candidates relied on their own knowledge and applied less impressive information based on irrelevant 'equal opportunities terminology'.

Generally this was a disappointing performance. It could easily have been improved through disciplined preparation and study with less reliance on guesswork and individual limited experience.

SECTION A EMPLOYMENT

Attempt BOTH questions

- 1 A special employment relationship exists between an employer and employee and involves a number of duties for each.

Identify the duties, seen as major obligations, which are owed by the employer to the employee.

(10 marks)

Bibliography: Study Note 1301 – Employment Rights Awareness, page 2.

Many candidates realised that the study note had been revised and correctly identified the specific obligations of the employer.

Too many candidates, however, provided information relating to the contract of employment. Others attempted at a reasoned response demonstrating their lack of study and gaining no marks.

Candidates who read the question carefully, and were able to apply the concise answer from the bibliography scored highly.

2 Your station has recently received a series of training events designed to update and raise the awareness of equality, fairness and diversity in the workplace. You have subsequently been asked by your Station Manager to hold an informal watch discussion to develop the understanding of diversity.

Explain:

(a) the **meaning** of the term 'diversity' in relation to the provision of equal opportunities; (4 marks)

and

(b) the **benefits** to be gained by the application of 'diversity' in the workplace. (6 marks)

Bibliography: Study Note 1302 – Equal Opportunities, pages 2 and 3.

The overall response to this question was poor. Candidates who had studied the bibliography would have realised that Study Note 1302 had been updated. This note clearly identifies the meaning of diversity and its scope. Too many candidates misunderstood the difference between equal opportunities and diversity. Candidates therefore relied on their own knowledge and provided information or terms out of context.

Far too often candidates chose to produce a lengthy script when a list of key points would have been sufficient. Candidates must understand that they cannot attempt to hide their limited knowledge by the use of unnecessary duplication of information; this approach attracts no additional marks.

It can only reflect poor attention to the study of the bibliography.

SECTION B TRAINING AND DEVELOPMENT

Attempt BOTH questions

- 3 In his work concerning the influence of the working environment on motivation, Douglas McGregor put forward his assumptions known as 'Theory X' and 'Theory Y'. 'Theory X' represents a rather pessimistic, cynical view that people may have of human nature.

List the more optimistic and trusting attitudes of human nature that McGregor identified in his assumptions for 'Theory Y'. (10 marks)

Bibliography: Study Note 1305 – Leadership, Motivation and Communication, page 9.

This was not a popular question. Almost 20% of candidates sitting the examination failed to provide an answer and the majority who did attempt the question failed to provide a reasonable response.

Whilst some candidates may have been daunted by the theory of motivation, the question had been designed to lead the candidate into identifying the correct assumptions.

Many candidates simply guessed at the answer, often providing long lists of personal qualities, sometimes associated with those of the firefighter. In other cases candidates mistakenly provided information relating to Maslow's Theory of motivation. These attracted no marks.

The importance of regular and systematic study of the bibliography cannot be over emphasised. Candidates cannot 'take a chance' in written examinations in the hope that they can answer questions of this nature. Not attempting a question represents poor examination technique – this is a guarantee of no marks.

Those candidates who had applied themselves to study produced some good results.

- 4 Following a recent audit of operational incidents attended by your watch, your Station Manager has identified a need to improve service delivery and has decided on a more constructive use of post incident debriefs to achieve this. You have been asked to support this initiative by highlighting the benefits of such debriefs to your watch.

Identify the benefits of the post incident debrief process. (10 marks)

Bibliography: Study Note 1307 – Operational Training, pages 6 and 7.

The effective use of the post incident debrief and the benefits to be derived from this process is an important issue in the Service. This question gave candidates an excellent opportunity to gain valuable marks.

Those candidates who applied their knowledge and experience were able to gain some marks, but again, maximum marks were awarded to those who had clearly read and understood the study note.

By contrast however, it was disappointing to the examiners to observe candidates concentrating on when debriefs are carried out, aspects of blame culture or the opportunity to abuse the 'openness' of the dialogue involved in the process

SECTION C HEALTH, SAFETY AND WELFARE

Attempt BOTH questions

5 The Health and Safety at Work etc Act 1974 provides employers and employees with duties and responsibilities for health and safety at work. Section 2 of the Act places duties on employers and Section 7 places duties on employees.

- (a) Identify THREE duties which employers must ensure, so far as is reasonably practicable, for health and safety at work as outlined in Section 2 of the Act.

(6 Marks)

and

- (b) Identify TWO duties placed on employees for health and safety outlined in Section 7 of the Act.

(4 Marks)

Bibliography: Study Note 1308 - The Health and Safety at Work etc Act 1974 – Awareness, pages 2 and 3.

This was well answered by most candidates and many attracted a high level of marks.

Examiners were pleased to note the improving trend in the knowledge and understanding of Health & Safety and its importance to the Service as an organisation.

Although it was a question based on legislation, there was a clear appreciation of the relevant duties within the act.

Candidates whose answers failed to attract marks were those which were directed towards identifying elements of dynamic risk assessment and were outside the scope of Section 2.

- 6 Dynamic risk assessment is a continuous process which focuses on the changing environment as an incident develops. This process involves the initial, development and closing stages of an incident.

At the **initial stage**, list the steps to the assessment of risk that need to be applied. (10 marks)

Bibliography: Study notes 1315 – Dynamic Management of Risk, page 3.

This was a popular question and was well answered by many candidates, many of whom obtained full marks.

A number of candidates wasted valuable time in explaining, in detail, how risk assessments should be undertaken whilst others concentrated much of their efforts on hazards and risks. A simple list of generic steps to be taken was all that was required.

Candidates who chose to provide a flow chart to outline the steps in the initial stages generally scored highly.

PAPER 4: BUSINESS ADMINISTRATION

GENERAL COMMENTS

Comments Relating to Questions

This year has been a continued improvement in the standard of answers given to this paper. It was particularly noticeable that a significant number of candidates received higher than average marks in the précis exercise, having taken note of the comments made in previous years. However, there still remain candidates who appear not to have made use of the study material which for them resulted in unnecessarily poor marks. Candidates scripts continue to provide answers which have been presented with little or no preparation or consideration being given of the task or skill being tested. Lack of application or commitment to study and understanding appears evident in the majority of unsuccessful candidates.

There continues to be an overall improvement in both handwriting and presentation. Some candidates failed to obtain available marks by using an inappropriate format for the answer ie. a letter where a memorandum layout was required. In other scripts, marks were lost because the number of words were not provided or the target figure had been exceeded. It was also pleasing to note that candidates spelling had in general improved, however, there was still some familiar words which are mis-spelt and candidates thus lost valuable marks, in particular attention should be given to the spelling of the following words:

hygiene
vulnerable
opportunity
personal and personnel
professional
their
immediately
procedure
management

and in addition, many candidates used the incorrect spelling of manner (manor). Interestingly many of these words were to be found in the question.

The higher and much improved pass rate on this paper may reflect the fact that around 40% of the original number who entered did not present themselves for the exam. Those who did attend, may have therefore been those who felt better prepared.

Overall, closer attention to the requirements of each of the questions and the correct type of response would have undoubtedly contributed to an even higher pass rate.

Please **DO NOT** use your name in any of the answers.

Attempt BOTH questions

- 1 You are a Crew Manager serving in the Headquarters policy unit and you have been tasked with preparing a précis of the following text for inclusion on the brigade's web site. Your précis should consist of **between 150 and 170 words**. You are to **state the number of words used** at the end of your script.

Promotion of Fire Safety in the Community

'Prompted by the level of fire deaths and the continuing rise in fire calls, including property fires, it was decided to undertake a significant and sustained initiative to improve public awareness of fire safety.

The first stage of this was a detailed study of the nature and causes of fire in the brigade to identify trends and suitable targets and thus provide the foundation for well-focused campaigns. A new section of the brigade was formed at the beginning of the year with specific responsibility for community relations, comprising:

- fire research and investigation
- community fire safety
- press and public relations
- ethnic relations
- partnership development.

Until the reorganisation this last year, the section was responsible for industrial/ commercial fire training as this was seen as a facet of fire safety promotion, together with recruitment which has a significant input from the ethnic relations section.

A number of specific campaigns has been run since the beginning of the year:

- *Overall fire safety*: increasing awareness of chip pans and cooking appliances as the main cause of fire in the area of the brigade.
- *Smoke alarms*: a campaign is run before Christmas each year, in view of the increased number of house fires over the holiday period. This publicises the importance of alarms in reducing the risk of death from house fires. In addition, the brigade responded to research they conducted that showed that some groups of people, such as the elderly living alone, were particularly at risk and therefore targeted efforts on those vulnerable groups.

- *Ethnic minorities*: fire safety and fire alarm campaigns have been rewritten in a range of languages. A minority language video has been produced dealing with basic fire safety issues, including the way to summon the brigade.
- *People with disabilities*: specific initiatives have been aimed at those with hearing or mobility difficulties.
- *Arson in schools*: a recent campaign, run in conjunction with the police, which is aimed at improving the awareness of local education authorities and teachers of ways of protecting schools against arson attacks, which occur at the rate of one every three days in the brigade.'

(348 words, excluding heading)

(25 marks)

Candidates were set a relatively simple task and the vast majority achieved good marks. However, it remains disappointing that some candidates have still failed to understand what is meant by the term *précis* and employ the skills necessary to undertake the task. Answers in the form of a memorandum or new articles completely were not uncommon.

It was also very disappointing to observe so many candidates displaying such poor comprehension, sentence construction and spelling, especially as many common words which were mis-spelt were included in the original test.

Many candidates totally ignore that word count requirement and lost valuable marks despite warnings in previous examiners reports that the penalties for ignoring this instruction are high.

- 2 You are Crew Manager Longman providing staff support to the Area Manager and have received the following handwritten note from the Manager asking you to draft a memorandum on his behalf to be sent to all stations.

'I've attended a number of large incidents during the last few months at which the management of crews and adherence to our procedures are less than satisfactory.

Firstly, fireground radios. I'm frankly appalled at some of the messages I have heard coming over the radio. All this 'Tony' and 'Bill' stuff has got to stop, it's sloppy and too informal. Personnel should not be using them like their home telephones.

Secondly, fireground feeding is not being properly controlled. There have been instances of crews eating all over the fireground. The brigade has gone to great lengths to provide facilities to improve arrangements for rest and recuperation at incidents and these should be adhered to. Our policy is to have one designated area to where personnel can be released in a controlled and co-ordinated way to wash their hands, relax and have something to eat and drink. This also ensures that the area can be left clean and tidy afterwards.

This lack of proper management seems more prevalent at the larger heath and forest fires we have had to deal with this summer.

Prepare a draft memorandum to all stations expressing my views and concerns in a clear and concise manner.'

Your draft memorandum should be **between 200 and 250 words** in length.

You are to **state the number of words used** at the end of your answer.

(25 marks)

Surprisingly many candidates appeared to have difficulty in adapting an appropriate tone to reflect the concerns of the area manager for the draft memorandum. The skills that needed to be demonstrated included producing draft text based on accurate information in a logical sequence which was suitable for the purpose. The structure and style adopted was required to highlight the concerns being raised, be easily read and understood and made clear to the reader the area manager's expectations for the future. The use of paragraphs for each of the subject areas benefited the clarity of thought and presentation. The exercise also sought to test the important skills of spelling, punctuation and grammar. A few candidates tended to add additional information or provide long rambling sentences which detracted from the clarity expected.

Disappointingly, many failed to recognise the appropriate tone when drafting a response on behalf of the area commander rather than themselves. In addition, unnecessary and erroneous information relating to either training or disciplinary action was included which gained no additional marks.

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