



Derbyshire
Fire & Rescue Service
Making Derbyshire Safer

On-Call Firefighter

Written Tests Practice Booklet



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Section One: Introduction

About this booklet

This booklet has been developed to help you prepare for the On-Call Firefighter Ability Tests which form part of our selection process for On-Call Firefighters. This booklet is divided into nine sections:

- **Section One: Introduction** - this section introduces the tests and provides you with a brief description of what they are.
- **Section Two: Preparing for the Tests** - this section provides you with some general advice on preparing to take the tests.
- **Section Three: Working with Numbers & Understanding Information Question Booklets and Answer Sheets** - the Working with Numbers and Understanding Information Tests use multiple choice responses; this section gives guidance on how to use the question booklets and answer sheets.
- **Section Four: Practice Questions for the Working with Numbers Test** - this section contains the instructions and some practice questions to help familiarise you with what to expect when you take the Working with Numbers Test.
- **Section Five: Practice Questions for the Understanding Information Test** - this section contains the instructions and some practice questions to help familiarise you with what to expect when you take the Understanding Information Test.
- **Section Six: Answers to the Practice Questions** – this section contains the correct answers for the practice questions for Working with Number and Understanding Information so that you can check your own answers.
- **Section Seven: Dictation Test** – this section contains information about what to expect when you take the Dictation Test.
- **Section Eight: Memory Retention, Recall and Written Test** – this section contains information about what to expect when you take the Memory Retention, Recall and Written Test.
- **Section Nine: Frequently Asked Questions** - this section includes answers to some questions you may have about the tests and testing sessions.

We strongly recommend you set aside some time to read through this booklet and practice questions prior to your assessment day.

On-Call Firefighter Ability Tests

There are four tests that make up these Ability Tests, these are the:

- **Working with Numbers Test.** This is a timed test that lasts 45 minutes. Firefighters need to be able to make basic mathematical calculations, e.g. for interpreting gauges or calculating how much hose is needed at a fire. This test will examine these abilities.
- **Understanding Information Test.** This is a timed test that lasts 30 minutes. It assesses your ability to understand and interpret the type of written information that you may commonly come across as a Firefighter.
- **Dictation Test.** This test is designed to assess your ability to listen and write down information and to ensure you can communicate information in writing; your handwriting must be legible. In addition you will be assessed on your spelling, grammar and use of punctuation.

- **Memory Retention, Recall and Written Test.** This test assesses your ability to work under pressure, to understand and recall relevant information and to ensure that you can communicate information in writing.

The tests have been designed to be highly relevant to the work of Firefighters. They use scenarios and questions that reflect the type of activities and decisions that Firefighters may need to make on a routine basis. Whilst realistic and relevant to the Firefighter role no specific knowledge or experience of being a Firefighter is required to complete the tests. You will not be at a disadvantage if you do not have this knowledge or experience.

The tests are being used as they provide objective, fair and relevant information on the key Personal Qualities and Attributes (PQAs) needed to become a successful Firefighter. Each test is assessed separately, but will be looked at together to form an overall measure of your suitability to become a Firefighter.

The tests are paper based and you will be given full instructions on how to complete each one before you take each test. An Administrator will also be present at the testing session and will guide you on each stage of the process. At the beginning of the assessments there will be example questions to check that you have understood the instructions and to make sure you feel comfortable taking the test.

Section Two: Preparing for the tests

There are a number of things you can do to help you prepare to take the Ability Tests. We suggest you set aside some time to undertake the preparation described below.

General Preparation

Ensure that you are comfortable with the administrative arrangements that have been made for you, if you are not, raise any concerns with the Human Resources Section.

In particular, check that you know:

- the date, time and location of the testing session (these will be detailed on your invitation); and
- the time it will take you to get to the venue and the travel arrangements you need to make.

If you have any special requirements, please ensure that you have informed the Human Resources Section in plenty of time prior to the event, so that the necessary arrangements can be made.

Complete the Practice Questions

In Sections 4-5 of this booklet there are practice questions for the Working with Numbers & Understanding Information Tests. These are examples of the sort of questions that you will be asked. Whilst they are not the actual questions that you will be presented with, they will nevertheless give you a realistic preview of what you will encounter during the actual assessment. You should complete these as part of your preparation.

Remember:

- These questions are for practice only – they are not the questions you will be asked during the real assessment.
- Have a go at each of the practice questions – this will help you become familiar with the process and format of the questions.
- You may try them as often as you like.
- Your 'results' will not be collected or used by anyone – they are for your information only.

The Day Before

- Try not to dwell on the assessments or become anxious about them – stay relaxed and keep yourself occupied.
- Get plenty of rest and get a good night's sleep.

On The Day

- Allow plenty of time to get to the test venue – try to arrive at least 30 minutes early, as you will not be allowed to enter the test room if you arrive once testing has started.
- You do not need to bring paper, pencils, calculators or any other equipment as everything you need will be provided for you. Please note, you will not be permitted to use calculators for the purpose of the Working with Numbers test.
- Wear comfortable clothing.
- Do not drink alcohol or take any strong medication prior to the assessment session.
- Make sure that you are physically comfortable before the test session starts (visit the toilet, have a drink of water, make sure that you have eaten something etc.)

During the Test Session

- The session will run for about 2 ½ hours in total.
- Ensure that you can see and hear the Administrator comfortably and if not, tell him / her.
- Inform the Administrator of anything personally significant, for example if you feel ill, are dizzy or have concerns before or during the test session.
- Listen carefully to the Administrator as he/she explains the assessment procedure.

- Any instructions you need will be read by the Administrator and will also be shown in your question booklets.
- Do not start the tests until you have been instructed to do so, and you are clear about what you are doing.
- At the start of each assessment you will be given one example question. Follow the instructions for these as they will be good practice for the assessment itself.
- If you are having trouble with the example questions, ask the Administrator for help – ensure that you understand what he / she says as you will not be able to ask for help once the actual assessment begins.
- If at any time you are unsure about what you should be doing before the assessment begins – ask!

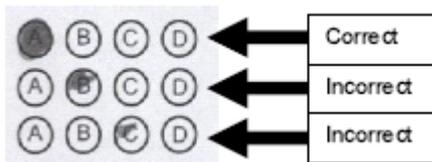
Section Three: Working with Number & Understanding Information question booklets and answer sheets

During the Working with Numbers and Understanding Information Tests you will be given a question booklet and separate answer sheet for each test. The first page of the booklet will contain information about the test and the instructions for completing it. Your Administrator will read the instructions aloud. You will then have the opportunity to go through practice scenario and questions before starting the timed test.

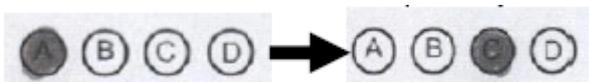
Answering the questions

When responding to the questions:

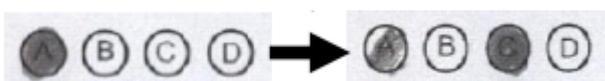
- You should only use the information provided to answer the questions.
- Choose the correct answer from the four answers given and indicate it on the answer sheet. Fill the entire area that corresponds to your answer.



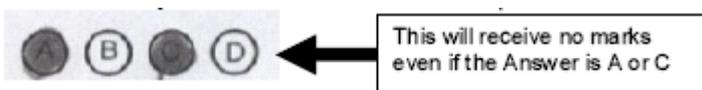
- If you make a mistake or change your mind and decide on another option please erase the mistake and fill the area that corresponds to your revised answer.



- Ensure that the mistake is completely erased, and **NOT** as shown below



- If more than one area is filled and there is no indication that you have attempted to show one is incorrect you will receive no marks for that question.



On the left of each set of response is a number. During the tests you should ensure that this number corresponds to the number of the question you are answering.

Section Four: Practice questions for the Working with Numbers Test

This section contains the instructions and practice questions for the Working with Numbers Test. It will help you familiarise yourself with the Working with Numbers Test, so that you feel comfortable with the type and style of questions. The practice questions provided are realistic examples of the sorts of questions you will be asked but are not the actual questions you will see on the assessment day.

Overview of the Working with Numbers Test

This is a timed test that lasts 45 minutes. Firefighters need to be able to make basic mathematical calculations, e.g. for interpreting gauges or calculating how much hose is needed at a fire. You will be presented with a number of scenarios that will show numerical information in a variety of formats from graphs to gauges. For each scenario you will be asked questions with multiple choice answers. On the day, you will not be allowed a calculator for the test but you will be provided with paper for your rough workings. To get maximum benefit from completing these practice questions, we suggest that you do not use a calculator.

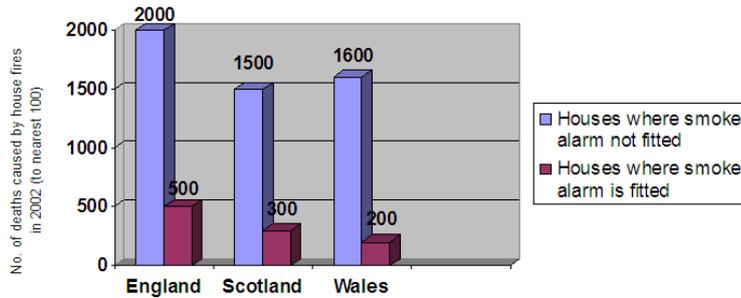
Example Question

Below is the actual example that you will see in the Working with Numbers Test. As you can see, information is presented and you have to answer multiple choice questions about that information. In this example we have presented one of the questions. In the practice session on your test day there will be more.

Example Question

The benefits of smoke alarms

You have volunteered to talk to a local school about the benefits of having a smoke alarm. The following graph contains information you will use to reinforce your message.



E1. What was the total number of people who died from house fires in England?

- a. 2500
- b. 500
- c. 2000
- d. 1500

Remember, when responding to the questions:

- You should only use the information provided in the scenario to answer the questions.
- Choose the correct answer from the four answers given and indicate it by filling in the entire area that corresponds to your answer.

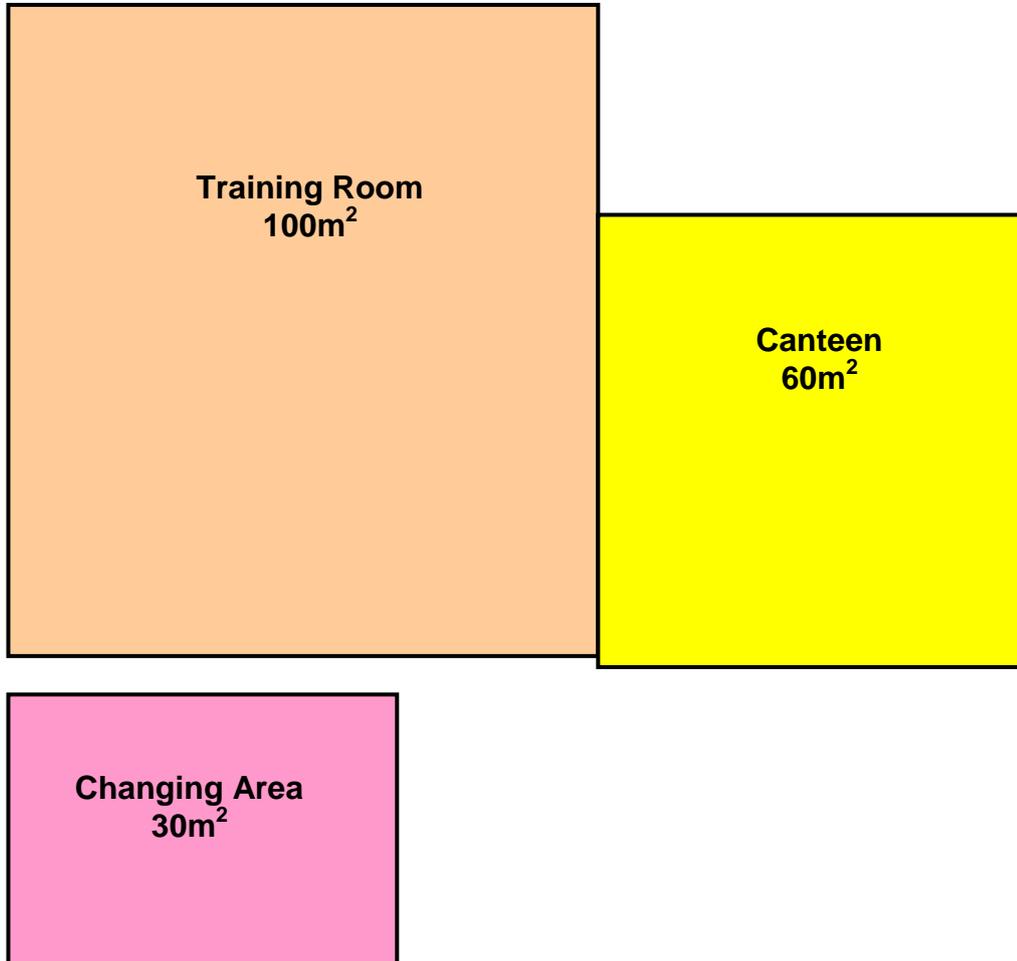
Practice Questions

There are a series of practice scenarios and questions on the following pages. These are provided for you to familiarise yourself with the style and content of this test and to practice the kinds of questions you will see in the actual test. When you have completed the practice questions you can check your answers against those provided in Section 6 of this booklet.

Practice Scenario 1: Cleaning the station

You've been asked to clean the floors of three rooms in your fire station: the training room; the canteen; and the changing area. A floor plan with the floor space of each room is shown below. In order to clean the floor you have a bucket that contains enough cleaning fluid for a floor space of 20m^2 .

Floor plan



Please answer the following questions using the information above

1. What is the total area of the floors you have been asked to clean?

- a 130m²
- b 160m²
- c 210m²
- d 190m²

2. How many buckets of cleaning solution do you need to clean the training room floor?

- a 5
- b 6
- c 4
- d 3

3. How many buckets of cleaning solution do you need to clean the canteen and the changing area floors?

- a 6
- b 3
- c 5
- d 4

4. How many buckets of cleaning solution do you need to clean the training room and the canteen floors?

- a 7
- b 8
- c 9
- d 6

5. How many buckets of cleaning solution do you need to clean the training room and the changing area floors?

- a 5
- b 6
- c 7
- d 8

6. If you had enough cleaning solution to fill 10 buckets and you cleaned the canteen floor, how many buckets of cleaning solution would you have left?

a 3

b 4

c 6

d 7

7. If you had enough cleaning solution to fill 13 buckets and you cleaned the training room floor, how many buckets of cleaning solution would you have left?

a 5

b 8

c 6

d 7

Practice Scenario 2: Using breathing apparatus

When Firefighters tackle fires they sometimes wear air tanks to help them breathe. It is important that Firefighters ensure there is enough air left in the tank.

Please look at the information given below and answer the questions that follow.

A Firefighter needs to consider the following information when using an air tank:

- At what time he / she went into the fire
- What the time is now
- How much air (in minutes) was in his / her tank when he / she went into the fire

This information allows a Firefighter to calculate how much air is left in an air tank. For example:

Time In	Time Now	Amount of air on entry (minutes)	Amount of air left (minutes)
9.00am	9.30am	60	30



Some of the following questions will be presented in this format. You should use the information presented to calculate how much air time you have left.

8.

Time In	Time Now	Amount of air on entry (minutes)	Amount of air left (minutes)
10.20am	10.40am	50	?



- a 40 minutes
- b 30 minutes
- c 20 minutes
- d 10 minutes

9.

Time In	Time Now	Amount of air on entry (minutes)	Amount of air left (minutes)
12.25pm	12.55pm	45	?



- a 30minutes
- b 25 minutes
- c 15 minutes
- d 20 minutes

10.

Time In	Time Now	Amount of air on entry (minutes)	Amount of air left (minutes)
3.55pm	4.15pm	35	?



- a 15 minutes
- b 25 minutes
- c 10 minutes
- d 20 minutes

11. It is 7.41am and you have 23 minutes of air left in your tank. When will you run out of air?

- a 8.04am
- b 8.01am
- c 8.03am
- d 7.54am

Practice Scenario 3: Fire safety leaflet supplies

You have been asked to manage the use of fire safety leaflets at your fire station. The supply book below shows the numbers of fire safety leaflets that were at your fire station at the end of June and the numbers of leaflets used by three people during July, August and September. It also shows the numbers of new leaflets delivered during that same period. Look at the extract from the supplies book below and answer the questions that follow.

Total Number (at end of June)	
Colour	Black & White
400	2000

New deliveries		
	Colour	Black & White
Beginning July	500	1000
Beginning August	500	1500
Beginning September	190	1000

Usage		
July	Colour	Black & White
Pat	50	250
Mia	100	500
Tom	150	400
August		
Pat	80	300
Mia	100	450
Tom	140	250
September		
Pat	100	250
Mia	110	400
Tom	150	400

Please answer the following questions using the information above

12. In total, how many colour leaflets were used in July?

- a 250
- b 300
- c 1150
- d 350

13. How many black & white leaflets were used in August?

- a 320
- b 900
- c 950
- d 1000

14. How many colour leaflets were used in August and September?

- a 680
- b 580
- c 670
- d 2050

15. Who used the most leaflets in total in September?

- a Pat
- b Mia
- c Tom
- d Cannot say

16. Of the 3 months, in which did Mia use most leaflets?

- a Cannot say
- b July
- c August
- d September

17. How many black and white leaflets were left at the end of July?

- a 1850
- b 1950
- c 850
- d 1900

18. How many leaflets did Tom use in total in July and August?

- a 840
- b 890
- c 940
- d 1150

19. In August how many more black and white leaflets were delivered than used?

- a 400
- b 1000
- c 600
- d 500

20. In September how many more colour leaflets were used than delivered?

a 160

b 170

c 180

d 190

Practice Scenario 4: Outdoor fires

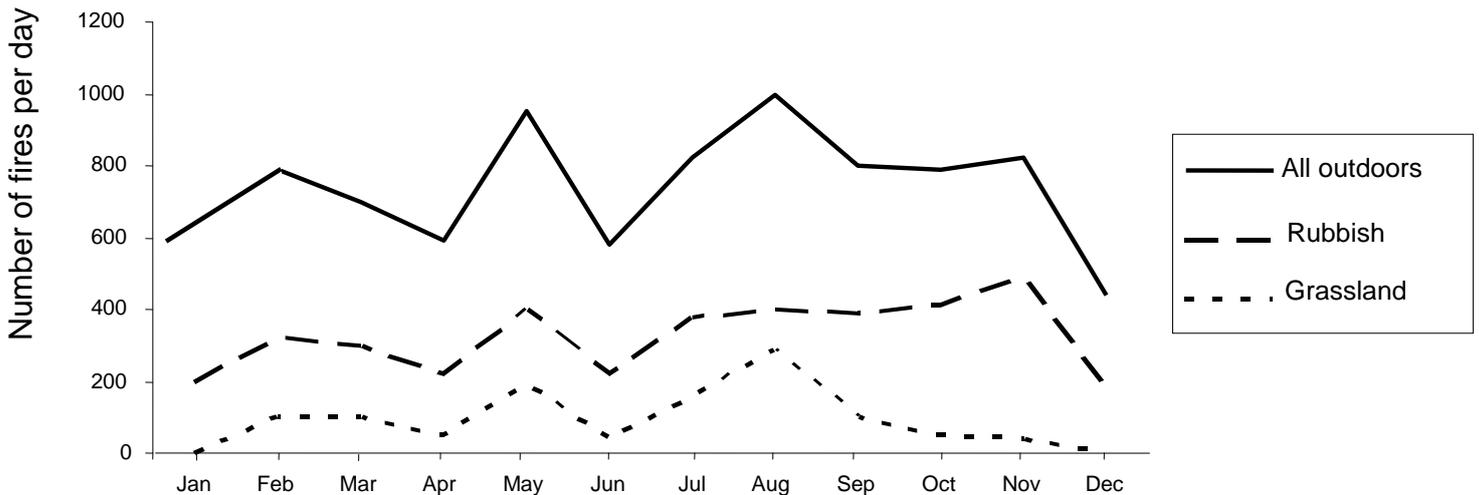
Rubbish fires that are started deliberately can be a threat to life and a significant expense to property.

You have volunteered to talk to a local youth group about the dangers and consequences of starting rubbish fires. The following graphs contain information for last year that you will use to back up your talk.

Information about your local area

Month	Total outdoor fires	Rubbish fires
January	250	10
February	400	5
March	350	4
April	275	4
May	425	4
June	300	15
July	375	10
August	425	20
September	350	5
October	450	5
November	525	40
December	200	10
Annual monthly average	360	11

Information about the UK



Please answer the following questions using the information above

21. In the local area, how many rubbish fires were there in total in February and March?

a 9

b 8

c 5

d 10

22. In the local area, how many outdoor fires were there in total in August and September?

a 625

b 800

c 775

d 675

23. In the local area, which month had the greatest number of rubbish fires?

a August

b November

c June

d December

24. In which month were there the least number of outdoor fires in the local area?

a January

b December

c June

d April

25. In the local area, how many outdoor fires were there in total in March, April and May?

a 1040

b 950

c 1025

d 1050

26. In the UK, which month had the least number of outdoor fires?

a December

b June

c April

d January

27. In the local area, what was the total number of outdoor fires in the first three months?

a 950

b 900

c 1000

d 1025

Section Five: Practice Questions for the Understanding Information Test

This section contains the instructions and practice questions for the Understanding Information Test. It will help you familiarise yourself with the Understanding Information Test, so that you feel comfortable with the type and style of questions. The practice questions provided are realistic examples of the sorts of questions you will be asked but are not the actual questions you will see on the assessment day.

Overview of the Understanding Information Test

This is a timed test that lasts 30 minutes. It assesses your ability to understand and interpret the type of written information that you may commonly come across as a Firefighter. You will be presented with a number of scenarios; the format of the scenario will vary and may, for example, be presented as a memo, newsletter or safety information. Each scenario is followed by a number of multiple choice questions that you should answer using the information contained in the scenario alone.

Example Question

Overleaf is the actual example that you will see in the Understanding Information Test. As you can see, information is presented and you have to answer multiple choice questions about that information. In this example we have presented one of the questions. In the practice session on your test day there will be more.

Example Scenario



Fire safety in the home – planning your escape

If a fire starts in a home, it may be that people in the home find it difficult to see when they try to escape, because it is dark or because it is smoky. For this reason it is a very good idea if people plan a way of escaping in advance, in case there is a fire.

Planning an escape route means that we should ensure there isn't anything in the way to slow people down or trip people up.

Sometimes people who are disabled need to think about having a telephone by their bed so that they can call for assistance if there is a fire. It may be a very good idea for such people to have their bedroom situated on the ground floor of their house also – to assist escape if a fire occurs.



E1. Which one of the following statements is true?

- You can always easily see where you are going in order to escape from a fire
- Planning can help to ensure an escape route is free from anything that might trip people up
- Disabled people should make sure their bedroom is at the front of the house
- Escape routes should be planned a few weeks after a fire

Remember, when responding to the questions:

- You should only use the information provided in the scenario to answer the questions.
- Choose the correct answer from the four answers given and indicate it by filling in the entire area that corresponds to your answer.

Practice Questions

There are a series of practice scenarios and questions on the following pages. These are provided for you to familiarise yourself with the style and content of this test and to practice the kinds of questions you will see in the actual test. When you have completed the practice questions you can check your answers against those provided in Section 6.

Practice Scenario 1: Fire Safety at Home



Fire Safety in the Home



OFFICE OF THE
DEPUTY PRIME MINISTER



After a fire in the home

If someone experiences a fire in their home there are a number of things they should consider after the fire has been put out by the Fire and Rescue Service.

It may be that the home is no longer secure because doors or windows have been damaged. If this is the case, windows may need to be boarded up or doors may need to be replaced. The police or local council may be able to provide names of companies that can carry out this work. It may also be a good idea to remove valuables and important documents from the home until the home is made completely secure.

Another task to consider is the cleaning up of the home. Furniture should be wiped down and left to dry. Walls and ceilings can be cleaned with washing up liquid. Sometimes specialist cleaning firms can be hired to assist the homeowner.

1. According to the article:

- a Fire damage can affect the security of a home
- b The insurance company will want to see an accurate fire report
- c The local council will carry out work to make a home secure after a fire
- d Homeowners should always consult a specialist cleaning firm after a fire

2. The article suggests that:

- a All doors should be made from fire resistant material
- b Valuables and documents may be at risk in a home with fire damaged windows or doors
- c Boarded up windows are more secure than normal windows
- d Walls and ceilings should only be cleaned with washing up liquid

3. Which one of the following statements is false?

- a The police and local council may know companies who can repair damaged windows or doors
- b Specialist cleaning firms may be able to help the owner of a fire damaged home
- c Furniture should be wiped down and polished immediately
- d The homeowner may need to do a number of things if they experience a fire in their home

4. The article refers to which one of the following:

- a Firefighters have a duty to limit the amount of damage caused to a property
- b The cleaning up the homeowner may need to do after a home fire
- c The role of the police during a home fire
- d The increased incidence of crime at homes damaged by fire

5. Which one of the following statements is true?

- a The police may know of companies who can replace fire damaged doors
- b Fire-damaged doors should always be cleaned with washing-up liquid
- c Specialist cleaning firms will be provided by the local council after a domestic fire
- d The Fire and Rescue Service will work with the police to make sure that a home is made completely secure after a domestic fire

6. Which one of the following statements is true?

- a The Fire and Rescue Service will deal with all consequences of a domestic fire
- b The police have a responsibility to help victims of domestic fires
- c It is necessary to allow furniture to dry out
- d The police will look after valuables while homes are being made secure after domestic fires

7. Which one of the following statements is suggested by the article?

- a Specialist cleaning companies will use industrial detergent to clean walls and ceilings after a fire
- b Local police will insist that specialist cleaning companies are used following a domestic fire
- c The local council may be able to let you know of companies who can board up windows
- d There are specialist firms who will safeguard important documents while houses are being made habitable again after suffering fire damage

8. The article suggests that:

- a The Fire and Rescue Service will clean fire damaged homes
- b All doors and windows should be replaced after a fire
- c Water can cause more damage to a home than fire
- d Fire can damage doors and windows

Practice Scenario 2: Fire and Rescue Service Manual

Fire and Rescue Service Training Manual

Health and Safety

It is important that Firefighters work in an environment that is healthy and safe as far as possible. Some of the responsibility for this rests with the Fire and Rescue Service (FRS), but also with the individual employee themselves.

The FRS is expected to provide:

- Buildings and equipment that are in a good state of repair.
- A healthy environment in terms of heating, lighting, ventilation and noise levels.
- Relevant information and training.

The employee must:

- Take care of their own safety and that of others.
- Neither interfere nor misuse anything provided for health and safety.
- Inform their employer (the FRS) of any dangerous work situation or risks to health.

Only with the joint co-operation of the FRS and the employee can the workplace be made safe.

The FRS has issued a written policy on health and safety in the workplace and Firefighters are kept updated about policy changes through station notice boards.



9. According to the extract:

- a Firefighters are not responsible for the safety of others
- b The Health and Safety Officer is responsible for reporting dangerous work situations
- c Health and safety responsibilities are shared between the Brigade and the employee
- d Health and safety does not relate to the work environment

10. The extract suggests that Firefighters must:

- a Provide relevant information and training
- b Inform the Brigade if their work environment suffers from noise that may damage their health
- c Wear protective fire gear at all times
- d Modify health and safety equipment to improve effective working

11. Where can Firefighters find updates to their Brigade's health and safety policy?

- a Team briefings
- b Safety briefings
- c Health and safety website
- d Station notice board

12. The Fire and Rescue Service has a responsibility to:

- a Work with employees to maintain health and safety at work
- b Provide equipment in a good state of repair only if the budget allows
- c Encourage Firefighters to provide relevant information and training
- d Make no changes to the health and safety policy

13. Which one of the following is not relevant to health and safety within the Fire and Rescue Service?

- a Buildings and equipment
- b Computer skills training
- c Station notice boards
- d Ventilation

14. Which one of the following statements most accurately summarises the extract?

- a Health and safety in the Fire and Rescue Service (FRS) is the joint responsibility of the employee and the FRS
- b The FRS written policy determines the safety of the FRS environment
- c The FRS can only make its working environment safe to a limited extent
- d Employees have more responsibility for their own health and safety at work than the FRS itself

15. Which one of the following statements is true?
- a Employees are not responsible for ensuring that their working environments are safe and healthy
 - b Firefighters must only ensure that their own safety is taken care of
 - c Employees must not misuse anything provided for Health and Safety
 - d Employees are expected to keep quiet about unsafe working environments
16. Which one of the following statements is false?
- a Firefighters must not meddle with health and safety equipment
 - b Firefighters must let the Fire and Rescue Service know if anything happens at work which could be dangerous
 - c Firefighters' actions are more important than those of the Fire and Rescue Service to ensure safe and healthy working
 - d The written policy on health and safety in the workplace is subject to change from time-to-time
17. The extract suggests that every Firefighter must:
- a Take action to ensure the safety of themselves and others
 - b Ignore faulty equipment
 - c Develop a separate policy on first aid for work-related accidents
 - d Train staff in effective working practices

Practice Scenario 3: Trapped During a Fire



What to do if you are trapped in a room during a fire



If someone finds themselves trapped in a room because of a fire it is important that the person remains calm, although it is not easy to do so.

The first thing the person should do is to make sure doors are closed to help stop the fire coming into the room. A towel or sheet can be used to block any gap at the bottom of the door.

If smoke gets into the room the person trapped should go down to the floor – this is to make it easier to breathe as smoke will tend to rise upwards.

It is also suggested that the person go to a window and open it to allow them to attract the attention of anyone outside. The Fire and Rescue Service should arrive shortly after. If the person has to jump from the building, cushions can be dropped to help break their fall.

18 The first thing a person should do if trapped in a room because of a fire is:

- a Lie down on the floor
- b Open a door
- c Put a towel around his/her head
- d Close the doors to the room

19. The article suggests that:

- a A closed door will ensure that no smoke enters a room
- b Smoke may get into a room from gaps at the bottom of a door
- c The Fire and Rescue Service will arrive immediately if a person is trapped in a room
- d Opening a window may let more air into the room and make the fire worse

20. Which one of the following statements is true?

- a Everyone will panic if trapped in a room during a fire
- b Opening a window may make it easier to attract the attention of passers by
- c There is likely to be more smoke on the floor than near the ceiling
- d Closing the door will stop any smoke from coming into the room

21. Which one of the following is suggested in the article?

- a Not everyone who gets trapped in a room during a fire manages to survive in the escape
- b Sometimes a person may be left with no choice but to jump out of a window if trapped in a burning building
- c Towels and sheets can be used to clean up after a fire
- d The fire brigade often arrives shortly after a fire has broken out

22. Which one of the following statements is false?

- a Cushions are no use at all if trapped in a room because of a fire
- b It is important that a person remains calm if trapped in a room because of a fire
- c Attracting the attention of passers by may encourage them to call the fire brigade
- d It is important to avoid smoke if trapped in a room because of a fire

23. In the event of smoke getting into a room, which of the following is the best thing to do?

- a Stand by the window
- b Go down to the floor
- c Get on top of a table or chair
- d Open the door

24. Why should people open a window if trapped in a room during a fire?
- a The fresh air will help to cool down the heat of the fire
 - b They can attract the attention of passers-by
 - c To reduce the likelihood of the glass exploding
 - d To make it easier to breathe
25. According to the article, how can fire be prevented from coming into a room?
- a Shutting the door
 - b Placing a wet towel in the path of the fire
 - c Shutting any windows to reduce air circulation
 - d Calling the fire brigade
26. Which one of the following is **not** recommended in the event of being trapped in a room because of a fire?
- a Remain calm
 - b Block gaps at the bottom of the door with sheets
 - c Opening any windows
 - d Jumping from the building as soon as possible

Practice Scenario 4: Hazards of Firefighting

THE HAZARDS OF FIREFIGHTING

Firefighters may come to harm through a variety of possible hazards. Normally these dangers are kept to a minimum.

Potential hazards include human errors (such as turning a valve the wrong way or misreading a dial on a piece of equipment), or through intentionally taking risks.

It may also be that a Firefighter does not have enough information or experience to do something, which may lead to a problem. Information may sometimes be misheard or misunderstood which also may lead to danger.

Harm could occur because a Firefighter is tired, has too much work or because of poor visibility.

In addition, there may be problems at a fire which leads to danger – such as flammable liquids, dangerous chemicals or vandalism caused by others.



27. Which of the following is **not** mentioned in the extract specifically as a possible hazard to Firefighters?
- a Human error
 - b Breaking the rules
 - c Lack of information
 - d Misheard information
28. Which of the following is likely to help a Firefighter avoid danger?
- a A wide range of firefighting experience
 - b Intentionally taking risks
 - c Working hard despite feeling tired
 - d Poor visibility

29. Which one of the following may lead to danger during a fire?
- a A good night's sleep
 - b Dangerous chemicals
 - c Avoiding unnecessary risks
 - d Young members of the public
30. According to the article, turning a valve the wrong way can best be described as:
- a Taking an intentional risk
 - b Being caused by a lack of information
 - c Keeping the danger to a minimum
 - d Human error
31. If a Firefighter has too much work, s/he:
- a Is likely to be respected more by her/his team
 - b Will get the job done more quickly
 - c Might cause or come to harm during an incident (eg a fire)
 - d May take an intentional risk
32. If a Firefighter mishears information the consequences might be:
- a An increase in the amount of flammable liquid at a fire
 - b S/he has too much work
 - c S/he becomes too tired
 - d A dangerous situation

33. Which of the following most accurately summarises the article?

- a There are a number of different hazards in firefighting which may lead to harm
- b The biggest risks to Firefighters are caused by hazards over which they have no control
- c Human error has a greater impact on Firefighters' safety than factors external to them
- d It is the responsibility of all Firefighters to minimise the number of hazards in their working lives

Section Six: Answers to the Practice Questions

Working with Numbers Test

- Q1. Answer d
 $100\text{m}^2 + 60\text{m}^2 + 30\text{m}^2 = \mathbf{190\text{m}^2}$
- Q2. Answer a
 $100\text{m}^2 / 20 = \mathbf{5}$
- Q3. Answer c
 $60\text{m}^2 + 30\text{m}^2 = 90\text{m}^2$, $90\text{m}^2 / 20\text{m}^2 = 4.5 = \mathbf{5 \text{ buckets}}$
- Q4. Answer b
 $100\text{m}^2 + 60\text{m}^2 = 160\text{m}^2$, $160\text{m}^2 / 20\text{m}^2 = \mathbf{8 \text{ buckets}}$
- Q5. Answer c
 $100\text{m}^2 + 30\text{m}^2 = 130\text{m}^2$, $130\text{m}^2 / 20\text{m}^2 = 6.5 = \mathbf{7 \text{ buckets}}$
- Q6. Answer d
 $60\text{m}^2 / 20\text{m}^2 = 3$, $10 - 3 = \mathbf{7 \text{ buckets}}$
- Q7. Answer b
 $100\text{m}^2 / 20\text{m}^2 = 5$, $13 - 5 = \mathbf{8 \text{ buckets}}$
- Q8. Answer b
20 minutes have elapsed since entry, $50 - 20 = \mathbf{30 \text{ minutes}}$
- Q9. Answer c
30 minutes have elapsed since entry, $45 - 30 = \mathbf{15 \text{ minutes}}$
- Q10. Answer a
20 minutes have elapsed since entry, $35 - 20 = \mathbf{15 \text{ minutes}}$
- Q11. Answer a
If it is 7.41 a.m. there are 19 minutes until 8.00 a.m. ($60 - 41 = 19$), add the remaining 4 minutes ($23 - 19 = 4$) to 8.00 a.m. and the time the air will run out is **8.04 a.m.**
- Q12. Answer b
 $50 + 100 + 150 = \mathbf{300}$
- Q13. Answer d
 $300 + 450 + 250 = \mathbf{1000}$
- Q14. Answer a
 $80 + 100 + 140 + 100 + 110 + 150 = \mathbf{680}$
- Q15. Answer c
(Pat, $100 + 250 = 350$) (Mia, $110 + 400 = 510$), (**Tom**, $150 + 400 = 550$)
- Q16. Answer b
(August, $100 + 450 = 550$) (September $110 + 400 = 510$) (**July**, $100 + 500 = 600$)
- Q17. Answer a
There were 2000 black and white leaflets at the end of June, and then there was a delivery of 1000 at the beginning of July. Therefore there were 3000 black and white leaflets at the beginning of July. In July 1150 black and white leaflets were used ($250 + 500 + 400 =$

1150). Therefore at the end of July there were 1850 black and white leaflets left ($3000 - 1150 = 1850$)

- Q18. Answer c
(July, $150 + 400 = 550$) (August, $140 + 250 = 390$) ($390 + 550 = 940$)
- Q19. Answer d
1000 black and white leaflets were used in August ($300 + 450 + 250 = 1000$). 1500 black and white leaflets were delivered. Therefore 500 more leaflets were delivered than used ($1500 - 1000 = 500$).
- Q20. Answer b
In September 190 colour leaflets were delivered. In the same month 360 colour leaflets were used ($100 + 110 + 150 = 360$). Therefore 170 more colour leaflets were used than delivered ($360 - 190 = 170$)
- Q21. Answer a
 $5 + 4 = 9$
- Q22. Answer c
 $425 + 350 = 775$
- Q23. Answer b
November
- Q24. Answer b
December
- Q25. Answer d
 $350 + 275 + 425 = 1050$
- Q26. Answer a
December, this shows the lowest point on the solid line which represents All outdoor fires.
- Q27. Answer c
 $250 + 400 + 350 = 1000$

Understanding Information Test

Q1. Answer a

The second paragraph states, "It may be that the home is no longer secure because of doors or windows that have been damaged." The other statements are not supported by the information in the extract.

Q2. Answer b

The second paragraph states, "It may also be a good idea to remove valuables and important documents from the home until it has been made completely secure." The other statements are not supported by the information in the extract.

Q3. Answer c

The third paragraph states, "Another task to consider is the cleaning up of the home. Furniture should be wiped down and left to dry..." No suggestion is given that this should be done immediately. Therefore statement C is false. The remaining statements are supported by the information contained in the extract.

Q4. Answer b

The article is titled, "After a fire in the home," and the first paragraph introduces the article as being about, "a number of things they (occupants) should consider after the fire has been put out by the Fire and Rescue Service." The other statements are not supported by the information given in the extract.

Q5. Answer a

The second paragraph states, "... windows may need to be boarded up or doors may need to be replaced. The police or local council may be able to provide names of companies that can carry out this work." The other statements are not supported by the information contained in the extract.

Q6. Answer c

The third paragraph states, "Furniture should be wiped down and left to dry." The remaining statements are not supported by the information contained in the extract.

Q7. Answer c

The second paragraph states, "... windows may need to be boarded up or doors may need to be replaced. The police or local council may be able to provide names of companies that can carry out this work." The other statements are not supported by the information contained in the extract.

Q8. Answer d

The second paragraph states, "It may be that the home is no longer secure because doors or windows have been damaged." The other statements are not supported by information contained in the extract.

Q9. Answer c

The scenario states, "Only with join co-operation of the FRS and the employee can the workplace be made safe." The other statements are not supported by the information contained in the extract.

Q10. Answer b

The extract states, "The employee must... Inform their employer (the FRS) of any dangerous work situation or risks to health." The other statements are not supported by the information contained in the extract.

Q11. Answer d

The final paragraph states, "... Firefighters are kept updated about policy changes through station notice boards." The other statements are not supported by information contained in the extract.

Q12. Answer a

The first paragraph states, "Some of the responsibility for this rests with the Fire and Rescue Service (FRS), but also with the individual employee themselves." The other statements are not supported by the information provided in the extract.

Q13. Answer b

The extract does not refer to computer skills training at any point. The other statements are supported by information contained in the extract.

Q14. Answer a

The first paragraph introduces the extract as being about the shared responsibility for health and safety between employees and the FRS. Two of the subsequent paragraphs are also about responsibilities of the FRS and then of the employee. The remaining statements are not supported by the extract.

Q15. Answer c

Included within responsibilities for employees was, "Neither interfere nor misuse anything provided for health and safety." The remaining statements are not supported by the extract.

Q16. Answer c

The extract states that, "Only with joint co-operation of the FRS and the employee can the workplace be made safe." The remaining statements are supported by the information provided in the extract.

Q17. Answer a

Included in the responsibilities of the employee was, "Take care of their own safety and that of others." The remaining statements are not supported by information in the extract.

Q18. Answer d

The second paragraph states, "The first thing the person should do is to make sure doors are closed..." The remaining statements are not supported by the information given in the extract.

Q19. Answer b

The second paragraph states, "A towel or sheet can be used to block any gap at the bottom of the door." The remaining statements are not supported by information provided in the extract.

Q20. Answer b

The fourth paragraph states, "It is also suggested that the person go to a window and open it to allow them to attract the attention of anyone outside." The remaining statements are not supported by information given in the extract.

Q21. Answer b

The fourth paragraph states, "If the person has to jump from the building, cushions can be dropped to help break their fall." The remaining statements are not supported by information contained in the extract.

Q22. Answer a

The fourth paragraph states, "If the person has to jump from the building, cushions can be dropped to help break the fall." The remaining statements are supported by information contained in the extract.

Q23. Answer b

The third paragraph states, "If smoke gets into the room the person trapped should go down to the floor..." The remaining statements are not supported by information provided in the extract.

Q24. Answer b

The third paragraph states, "It is also suggested that the person go to a window and open it to allow them to attract the attention of anyone outside." The remaining statements are not supported by information provided in the extract.

Q25. Answer a

The second paragraph states, "The first thing the person should do is to make sure doors are closed to help stop the fire coming into the room." The remaining statements are not supported by the information provided in the extract.

Q26. Answer d

The fourth paragraph states, "The Fire and Rescue Service should arrive shortly after. If the person has to jump from the building, cushions can be dropped to help break their fall." The extract does not mention jumping 'as soon as possible'. The remaining statements are supported by the information given in the extract.

Q27. Answer b

Hazards included in the extract do not specifically refer to deliberate rule breaking. The remaining hazards are specifically referred to in the extract.

Q28. Answer a

The third paragraph states, "It may also be that a Firefighter does not have enough information or experience to do something, which may lead to a problem." This suggests that with experience Firefighters will be better able to avoid danger. According to the information provided in the extract, the remaining factors are likely to increase danger.

Q29. Answer b

The last paragraphs states, "In addition there may be problems at a fire which leads to danger – such as flammable liquids, dangerous chemicals..." The extract does not include the remaining options as additional dangers during fires.

Q30. Answer d

The second paragraph states, "Potential hazards include human error (such as turning a valve the wrong way...)" The remaining statements are not supported by the information provided in the extract.

Q31. Answer c

The third paragraph states, "Harm could also occur because a Firefighter is tired, has too much work..." The remaining statements are not supported by the information provided in the extract.

Q32. Answer d

The third paragraph states, "Information may sometimes be misheard or misunderstood which also may lead to danger." The remaining statements are not supported by the information provided in the extract.

Q33. Answer a

The introductory paragraph states, "Firefighters may come to harm through a variety of possible hazards." The remaining statements are not supported by the extract.

Section Seven: Dictation Test

This section contains information for the Dictation Test. It will help you to familiarise yourself with the Dictation Test.

Overview of the Dictation Test

This test will take approximately 15 minutes. This test is designed to assess your ability to listen and write down information and to ensure you can communicate information in writing; your handwriting must be legible. In addition you will be assessed on your spelling, grammar and use of punctuation

You will hear a short passage which contains information that you are required to write down. You will need to write the message as it is being played. You will be given a few moments and the message will be repeated. Numbers should be written as figures and abbreviations are not allowed.

Section Eight: Memory Retention, Recall and Written Test

This section contains information for the Memory Retention, Recall and Written Test. It will help you to familiarise yourself with the Memory Retention, Recall and Written Test, so that you feel comfortable with the type of questions. The example answers below are realistic of the sorts of answers you give on the assessment day.

Overview of the Memory Retention, Recall and Written Test

This test will take approximately 30 minutes. This test assesses your ability to work under pressure, to understand and recall relevant information and to ensure that you can communicate information in writing.

You will hear a short passage which contains information you are required to remember. You will hear it twice and you are not permitted to take notes. After you have heard the passage twice you will be told when to turn over your answer sheet.

Then you will hear a number questions relating to the information you have heard in the short passage. After each question you are required to write down your answer on the sheet provided. The question will be repeated, and you will be given 30 seconds to complete your answer, then the next question will be read out.

It is essential that you use full sentences in your written answers. If you do not use full sentences you will be marked down even if your answers contain the correct information. Also ensure your handwriting is legible, if it cannot be read, it cannot be marked.

For example

A correct answer might be; I have to buy 2 loaves of bread from the bakers.

If you write down; 2 loaves of bread or 2 loaves, you will lose marks as it is not in a complete sentence.

For example

A correct answer would be; The flight is leaving from gate 7.

If you write down; Gate 7 or leaving from gate 7, you will lose marks as it is not in a complete sentence.

At the end of the exercise there will be one minute for you to check your answers, and ensure they have all been written in proper sentences.

Section Nine: Frequently asked questions

Some of the most frequently asked questions about the tests and their answers are given below.

Q: What will happen at the event?

A: On arrival at the assessment venue, you will be greeted by the Administrator. You will be at the event with a group of people, although during the assessments you will be working on our own. You will be provided with blank paper and pencils.

The Administrator will explain the procedure for the assessments, including the time for each assessment. The Administrator will read standardised instructions to you for each assessment. This may sound very 'formal' but the instructions need to be read the same way in each session to ensure fairness for all candidates.

The tests will be completed in turn and there will be an opportunity to practice using example questions for each before completing the actual test. Following the example questions, the Administrator will start the assessment itself. The Administrator will remind you of the time limit for each test. There should be a visible clock in the room, but you are also advised to wear a reliable watch.

Once the assessments begin, you will not be able to talk, ask for help or leave the room. Therefore, please ensure that you fully understand the process, are physically comfortable and have asked any questions you need to before each assessment begins.

Q: Who will administer the assessment?

A: Only fully trained people will be allowed to administer the tests. Your Administrator will have completed this training.

Q: How are the tests scored?

A: In the Working with Number and Understanding Information Tests, you will get one mark for each correct response. Marks are not deducted for wrong answers. For each question, there is only one correct answer.

In the Dictation Test you will be marked for your use of spelling, grammar and use of punctuation. You will also be marked for missing, incorrect and illegible words.

In the Memory Retention, Recall and Written Test you will receive marks for how well you have answered the questions. You will lose marks if your answers are not in complete sentences. You will not lose marks for spelling and grammar (unless sentences are not used), as long as what you have written is legible.

While the assessments are scored individually, your performance on all the assessments are looked at together and used to decide whether you have the necessary skills and qualities to progress to the next stage of the On-Call Firefighter selection process.

Q: Will I find out if I have been unsuccessful?

A: Yes. Following your testing session you will receive notification informing you of whether you have been successful at this stage of the process or not.

Q: Can I discuss my results with someone?

A: If you have any questions or concerns about your results, you may put these in writing to the Human Resources Section. You will then be contacted by a member of the team who will be able to advise you further.

Q: Who will see my results?

A: Your results will only be seen by those people directly involved in On-Call Firefighter Recruitment and will not be released to any other party at any time. They will be stored in accordance with the Data Protection Act.

Q: Can I try again if I don't pass?

A: Yes, but you will have to wait for a minimum of three months before reapplying to any Fire and Rescue Service. The fact that you have done the assessment before will be known, but you will not be disadvantaged by this. You will be treated exactly the same as those people who have not applied before.