

Firefighter Ability Tests

PREPARATION AND PRACTICE BOOKLET

Introduction

About this booklet

This booklet has been developed to help you prepare for the Firefighter Ability Test which forms part of our selection process for Firefighters.

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

Firefighter Ability Tests

There are three types of assessment that make up the Firefighter Ability Tests, these are:

- **Working with Numbers.** 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. These questions will examine these abilities.
- **Understanding Information.** It assesses your ability to understand and interpret the type of written information that you may commonly come across as a Firefighter.
- **Situational Awareness and Problem Solving.** These questions are designed to assess your ability to ensure the safety of yourself and others and your ability to use information to solve problems.

This assessment has 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. This assessment has been fully trialled and tested, and your performance will be compared to a large group of comparable Firefighter applicants. 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.

This assessment is being used as it provides objective, fair and relevant information on the key Personal Qualities and Attributes (PQAs) needed to become a successful Firefighter.

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

To help you prepare, this booklet include examples of the instructions as you will see them on the actual tests.

Preparing for the Firefighter Ability tests

There are a number of things you can do to help you prepare to take the Firefighter 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 HR Department on 01670 621126.

In particular, check that you know:

- the date, time and location of the testing session (these will be detailed on your invitation letter); 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 HR Department on 01670 621126 in plenty of time prior to the event, so that the necessary arrangements can be made.

Complete the Practice Questions

In this booklet there are practice questions for each of the Firefighter Ability 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 15 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.
- 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 1 hour 30 minutes 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 the assessment you will be given example questions. 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!

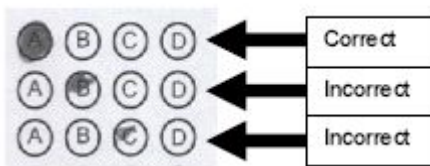
How to use the question booklet and answer sheet

During the test session you will be given a question booklet and answer sheet. 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 scenarios 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 circle that corresponds to your answer pressing down hard on the paper to make as dark a mark as possible.



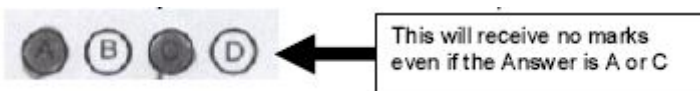
- If you make a mistake or change your mind and decide on another option please erase the mistake and fill the circle that corresponds to your revised answer.



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




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




The answer sheet will look like the example shown below.

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

Fire & Rescue Service


NFASAA


BLANK

NFA Situational Awareness and Problem Solving

Candidate Number

Forename: _____ **Surname:** _____

Completion Instructions

Please follow the directions on the question sheet.
Fill in the entire Circle that corresponds to your answer for each question on the exam.
Erase marks completely to make a change.

Example

e1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
e2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
e3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Practice questions for Working with Numbers

This section contains the instructions and practice questions for the Firefighter Ability Working with Numbers part of the assessment. 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 Questions

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, 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.

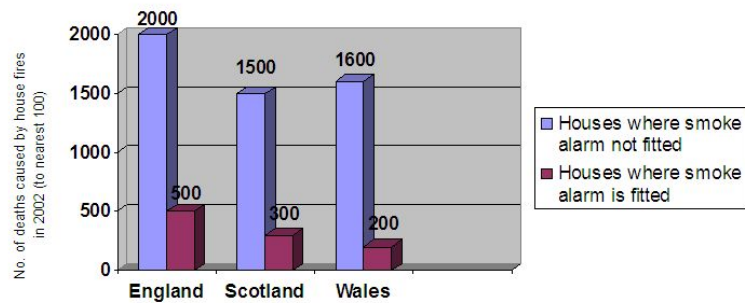
Example Question

Below is the actual Working with Numbers example question. 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 the 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 circle that corresponds to your answer. Press down hard on the paper to make as dark a mark as possible.

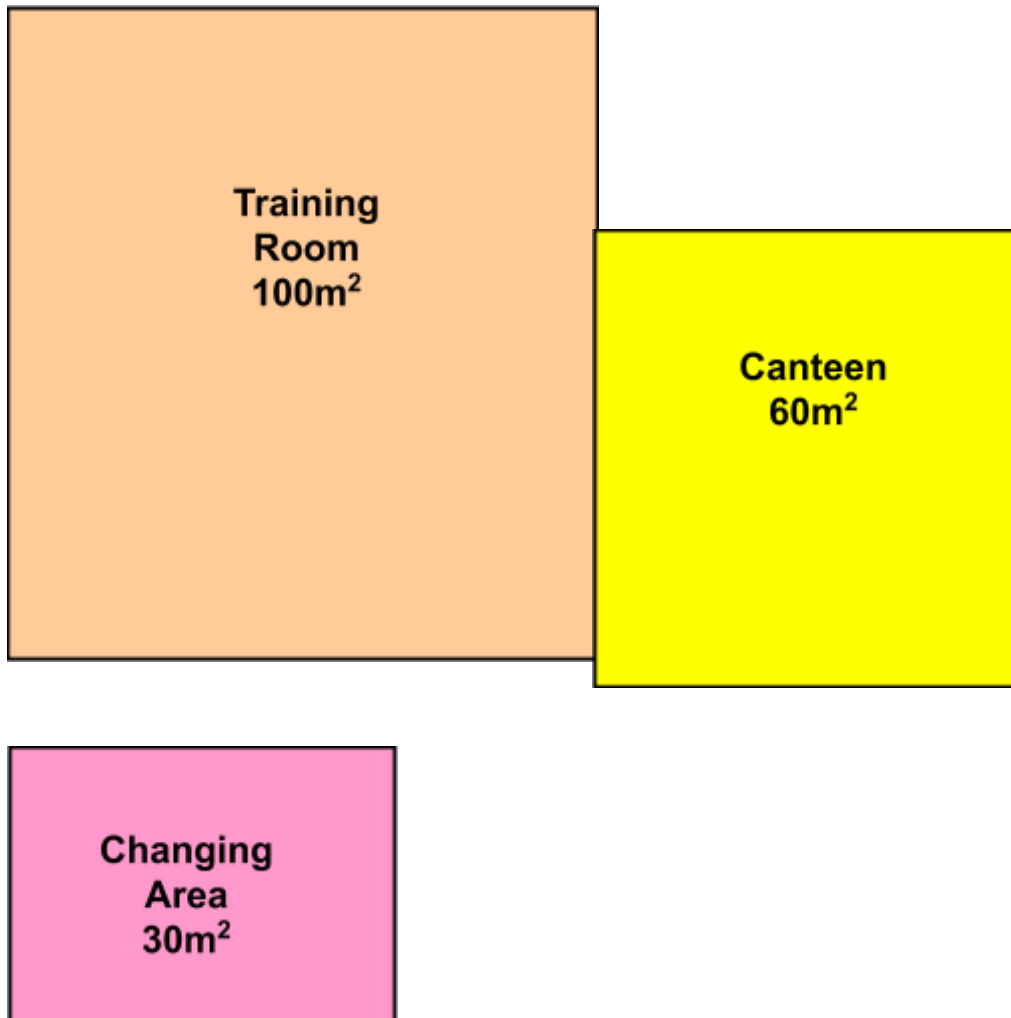
Practice Questions

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 at the back 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

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.

5.

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

6.

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

Amount of air left (minutes)
?

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

7.

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

Amount of air left (minutes)
?

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

8. 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.

<i>Supplies</i>		
<i>Total Number (at end of June)</i>		
Colour White	Black & White	
400	2000	
<i>Usage</i>		
<small>Colour</small>	<small>Black & White</small>	
July		
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
<i>New deliveries:</i>		
	Colour Black & White	
Beginning July 1000	500	
Beginning August 1500	500	
Beginning September 1000	190	

Please answer the following questions using the information above

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

a 320

b 900

c 950

d 1000

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

a 680

b 580

c 670

d 2050

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

a 1850

b 1950

c 850

d 1900

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

a 840

b 890

c 940

d 1150

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

a 400

b 1000

c 600

d 500

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

a 160

b 170

c 180

d 190

Practice Scenario 4: Outdoor fires

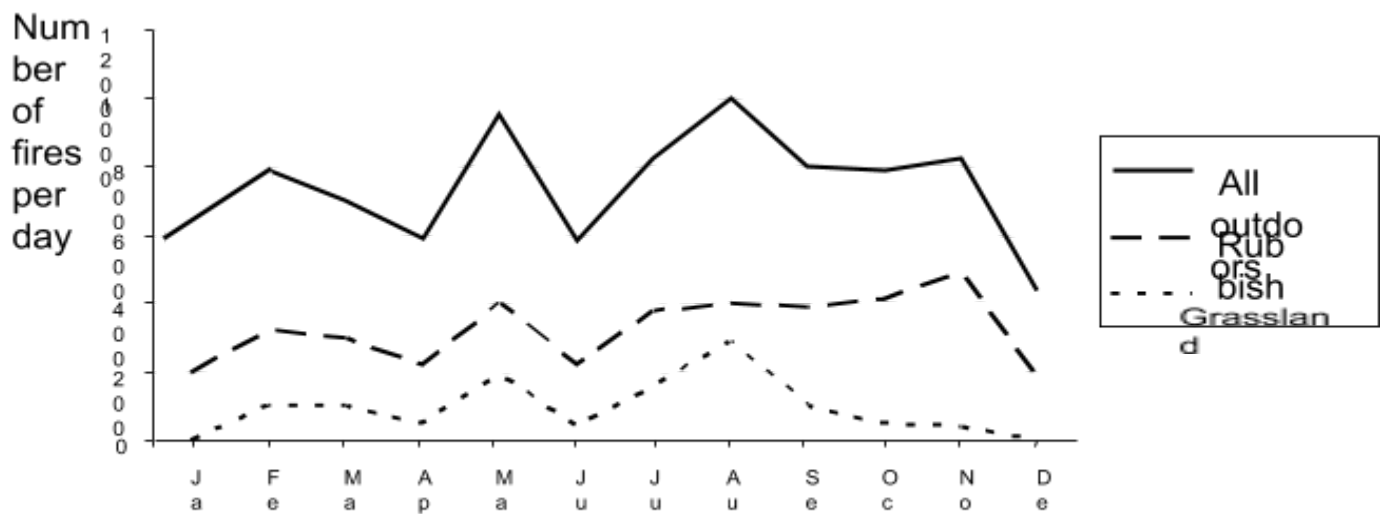
Rubbish fires that are started deliberately can be a threat to life and a significant expense to property.

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

15. In the local area, which month had the greatest number of rubbish fires?
- a August
 - b November
 - c June
 - d December
16. 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
17. 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

Practice Questions for Understanding Information

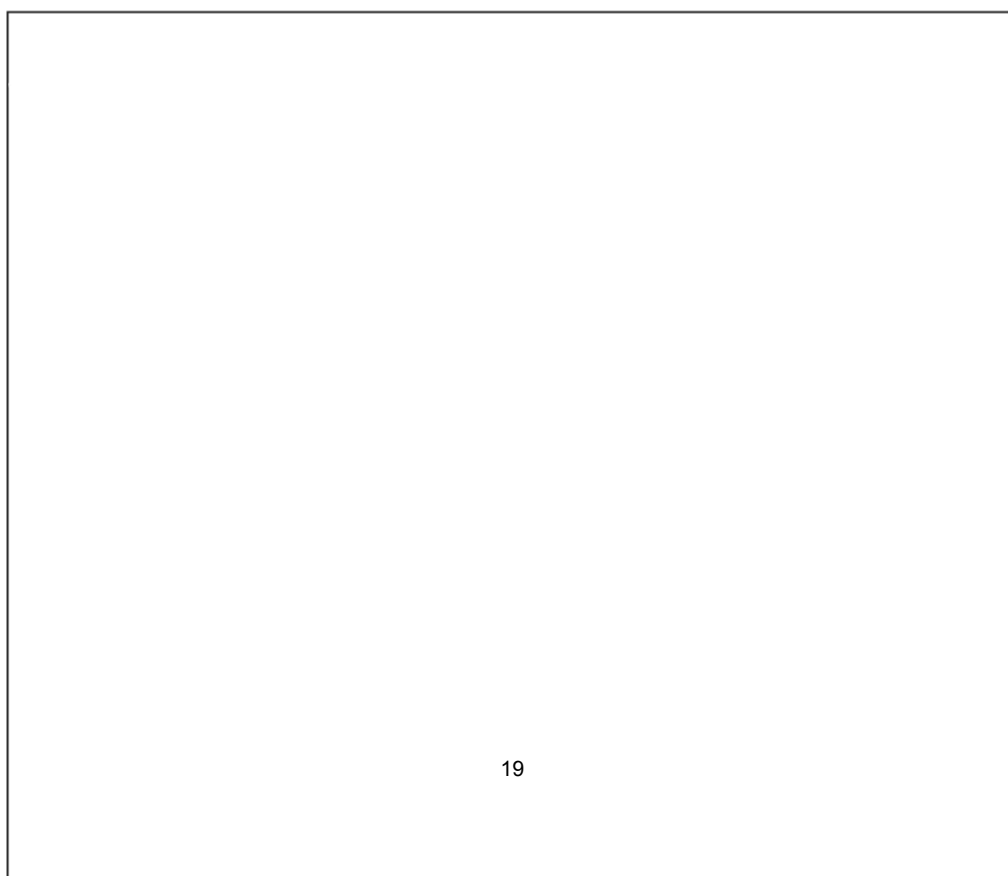
This section contains the instructions and practice questions for the Firefighter Ability Understanding Information part of the assessment. The practice questions provided are realistic examples of the sorts of questions you will be asked but are not the actual questions you will see on the assessment day.

Overview of the Understanding Information Questions

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 Understanding Information example question. 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 the day there will be more.



National Firefighter Point of Entry Selection

Example Scenario

Fire Safety in the Home
Get Out!



Plan Together



Choose an escape route



Make sure everyone knows where you keep the keys



Think about a refuge



Tell everyone about fire equipment



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

Close Full Screen

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 circle that corresponds to your answer. Press down hard on the paper to make as dark a mark as possible.

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 the back of the booklet.

Practice Scenario 1: Fire Safety at Home

Fire Safety in the Home

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 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

4. 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

5. 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

<p style="text-align: center;">Fire and Rescue Service Training Manual</p>	<p>The employee must:</p> <ul style="list-style-type: none">● 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. <p>Only with the joint co-operation of the FRS and the employee can the workplace be made safe.</p> <p>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.</p>
<p style="text-align: center;">Health and Safety</p> <p>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.</p> <p>The FRS is expected to provide:</p> <ul style="list-style-type: none">● 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.	

6. 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

7. 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

8. 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

9. 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

10. 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

Practice Scenario 3: Trapped 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.

11. 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

12. 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

13. 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

14. 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

15. 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.



16. 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

- 17 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
18. 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
19. 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

Practice Questions for Situational Awareness and Problem Solving

This section contains the instructions and practice questions for the Firefighter Ability Situational Awareness and Problem Solving part of the assessment. 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 Situational Awareness and Problem Solving Questions

This test is designed to assess your ability to ensure the safety of yourself and others and your ability to use information to solve problems. For each scenario, you will be asked to choose what your most likely response would be selecting from 4 alternative answers. At times it may be difficult to choose but you need to answer all questions. No specific training or knowledge is needed to answer the questions. You should read each scenario carefully and decide what you would do using only the information provided in the scenario.

Example Question Page

Below is the actual Situational Awareness and Problem Solving example question. 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 the day there will be more.

Example Questions:

Each question starts with a description of the situation, for example:

E1. You are walking along the street when you notice thick smoke coming from a house. What do you do?

You then have to look at the options presented and choose the option that best matches what you would do. Mark your answer on the answer sheet by filling in the circle containing the letter of the option that you want to choose.

- a. Knock on the door to see what is going on inside.
- b. Keep on walking, it is none of your business.
- c. Run to a public phone 50 metres away and call the Fire and Rescue Service
- d. Bang on the front door of the house and shout "fire" to raise the alarm.

For this example, the correct answer is C. If you had chosen option C, you would have shaded the whole circle, C, like this:

E1. A B C D

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 circle that corresponds to your answer. Press down hard on the paper to make as dark a mark as possible.

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 at the back of the booklet.

1. You are called to a road traffic accident where a car has crashed into a tree. There is a police officer at the scene. A young girl has been rescued from the car by a passer-by, and is very upset. Her father and mother are still trapped and seriously injured. It will take all of your team to rescue the mother and father quickly. What do you do?

- a Leave the child and concentrate on rescuing the parents in the car as they are most at risk.
- b Focus on comforting the child while my colleagues rescue the parents.
- c Ask the police officer to comfort the child, while I help my team rescue the parents in the car.
- d Put the child in the fire engine so that she is safe and then help my team rescue the parents in the car

2. You attend a fire in an old block of flats. While fighting the fire inside the building you notice that there is a lot of water building up in the centre of the block, while rooms near the outside walls contain far less water. The ceiling is also starting to fall down. What do you do?

- a Continue to fight the fire and do not worry about the water. Large amounts of water are always necessary to fight a fire
- b Inform my manager of this information so that they can assess the risk of the building collapsing
- c Keep fighting the fire but avoid the deep water at the centre of the building. Old buildings generally sag in the middle
- d It is not unusual for parts of the ceiling to fall down in a fire. I would take care that nothing falls on me.

3. It is midnight and you are called to a house where a father has locked himself out leaving his two year old locked inside. He took the child into the house, put his house keys down, and then went to the car to collect something. While he was out of the house the child closed the front door. The father called the Fire and Rescue Service two hours after this happened, and the child is now crying and very upset. The father is extremely agitated because he cannot get into the house to look after his child. What would you do?

- a Quickly find an alternative means of access that does not scare the child, or damage the property, so that it will be safe overnight.
- b Break down the door to rescue the child as soon as possible, because the father is very worried.
- c Wait for the police and let them break into the house.
- d Tell the Father to call for a locksmith.

4. It is night time and you attend a house fire, where you can see flames on the ground floor and smoke coming from windows on the second floor. Two pairs of Firefighters are sent into the house to fight the fire on the ground floor. A neighbour then tells you that there may be two children upstairs. It is your responsibility to decide what to do. What do you do?

- a Tell both pairs of Firefighters to go upstairs quickly and search for the children.
- b Tell the neighbour that you know how to do your job and that if there are any children in the house they will be found.
- c Tell one pair of Firefighters to go upstairs with a hose to look for the children, while the other pair keep fighting the fire downstairs
- d Tell both teams to concentrate on fighting the fire and then get them to search for the children after the fire has been put out.

5. You are asked by your manager to order fire safety leaflets because she is very busy. She normally orders a standard number each month, but this month a new fire safety initiative has been launched. She has told you to decide how many leaflets are ordered. When you ask a colleague her view she suggests ordering the same amount of leaflets because Firefighters make the same number of community fire safety talks each month. What do you do?
- a Order the same amount because a colleague tells me to do so.
 - b Order the same amount because the leaflets cost a lot of money and it would be a waste if a lot were thrown away.
 - c Order slightly more of the leaflets in preparation for the new initiative.
 - d Order less leaflets because the new initiative will be more successful at promoting fire safety than leaflets will be.
6. You have been asked to do an important task by your manager. A colleague then asks you to give an important but non urgent message to another colleague. What do you do?
- a Tell my colleague that I will pass the message on as soon as I have finished the task for my manager.
 - b Stop what I am doing, give the message to the other colleague and then finish the task for my manager.
 - c Tell my colleague that I am very busy and that I can not pass the message on.
 - d Tell my colleague that I am very busy and that she should do it herself.
7. You are the pump attendant at a house fire. You are responsible for checking the pressure of water being delivered to the hoses to ensure that there is enough water to put out the fire. You do this by looking at the pressure dials on the fire engine. How often do you check the dials?
- a Every so often when I get a chance.
 - b When my colleagues tell me that they are running out of water.
 -
 -

- c Continuously.
- d When my manager tells me.

8. You are talking to a friend in her garage when you notice some broken glass on the ground. You are concerned that someone could cut themselves if they fall on the glass. What do you do?

- a Tell my friend that the glass is dangerous and persuade her to remove it safely.
- b Do nothing because it is not my business what my friend does in her garage.
- c Do nothing because I could hurt myself picking up the glass.
- d Use my hands to pick up the glass and put it in a nearby bin.

9. You were off ill one day when a team meeting was held at your Fire Station. When you ask a colleague what went on in the team meeting, she tells you that it was boring and nothing new or important came up. What do you do?

- a Make sure that I am at all team meetings in the future.
- b Check with my manager what went on in the meeting.
- c Don't check what went on in the meeting. If anything important happened another colleague or my manager will tell me.
- d Take the colleague at her word and don't check what went on in the meeting.

10. You have been asked by your manager to sweep the fire station yard of all dirt and leaves. You start sweeping the yard at one end and soon afterwards a colleague tells you he is going to use the other end for an exercise. It would be best if this end of the yard was clear of dirt and leaves before the exercise started. What do you do?

- a Continue to sweep from where I started - the colleague should have told me earlier if he wanted the other end clear.
- b Continue to sweep from where I started but work more quickly so that I reach the other end sooner.
-
-

- c Start sweeping the yard at the other end so that it is clear before the exercise starts.
- d Continue to sweep from where I started and tell my colleague that the other end of the yard will not be clear for a little while.

Answers to the Practice Questions

Firefighter Ability Working with Numbers Questions

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 b

$$20 \text{ minutes have elapsed since entry, } 50 - 20 = \mathbf{30 \text{ minutes}}$$

Q6. Answer c

$$30 \text{ minutes have elapsed since entry, } 45 - 30 = \mathbf{15 \text{ minutes}}$$

Q7. Answer a

$$20 \text{ minutes have elapsed since entry, } 35 - 20 = \mathbf{15 \text{ minutes}}$$

Q8. 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.**

Q9. Answer d

$$300 + 450 + 250 = \mathbf{1000}$$

Q10. Answer a

$$80 + 100 + 140 + 100 + 110 + 150 = \mathbf{680}$$

Q11. 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 ($3000 - 1150 = \mathbf{1850}$)

Q12. Answer c

$$(\text{July, } 150 + 400 = 550) (\text{August, } 140 + 250 = 390) (390 + 550 = \mathbf{940})$$

Q13. 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 ($1500 - 1000 = \mathbf{500}$).

Q14. 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 ($360 - 190 = \mathbf{170}$)

Q15. Answer b

November

Q16. Answer d

$350 + 275 + 425 = \mathbf{1050}$

Q17. Answer c

$250 + 400 + 350 = \mathbf{1000}$

Firefighter Ability Understanding Information Questions

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

Q4. 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.

Q5. 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.

Q6. Answer c

The scenario states, "Only with joint 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.

Q7. 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.

Q8. 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.

Q9. 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.

Q10. 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.

Q11. 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.

Q12. 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.

Q13. 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.

Q14. 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.

Q15. 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.

Q16. 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.

Q17. 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.

Q18. 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.

Q19. 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.

Firefighter Ability Situational Awareness and Problem Solving Questions

Q1. Answer c

In this situation your priority is to rescue those people most at risk from harm, the mother and father. Asking a police officer to comfort the child and helping your team to rescue the parents is the best thing to do.

Q2. Answer b

There may be a danger of the building collapsing. The safety of yourself and your team is essential; this should be brought to the attention of your line manager urgently.

Q3. Answer a

For the child's safety it is important that access to the property be gained as quickly as possible so waiting for a locksmith is not the best option. It would also be an unnecessary resource strain on the police to rely on their attendance. However, it is important to keep in mind that the property is someone's home so it will need to be secure overnight.

Q4. Answer c

As a Firefighter it is important to prioritise the safety of people and then property. By sending one team to search for the children, while the second team deal with downstairs, both of these aims are met.

Q5. Answer c

It is likely that the new initiative will generate extra interest in fire safety. Therefore, being proactive and ordering extra leaflets in preparation for the extra interest is the best option.

Q6. Answer a

Where two non urgent tasks are in conflict, the request of the line manager should be prioritised. Likewise, it is important when working with other people to be open to assisting them where they may need it.

Q7. Answer c

It is important to continuously check the water pressure to allow you to react immediately should any problems occur.

Q8. Answer a

It is important to be proactive in the prevention of accidents. However, it would be unsafe to pick the glass up by hand. By talking to your friend, the immediate danger can be dealt with safely.

Q9. Answer b

It is important to be proactive as a Firefighter. You should check with your line manager in case something came up in the meeting that although not interesting to a colleague may still be important to you.

Q10. Answer c

Doing as your colleague requested will help him/her out and will not cause you any great inconvenience to you. However, if you continued where you started, you would inconvenience your colleague and the exercise when you finally begin to sweep there.

Frequently asked questions

Some of the most frequently asked questions about the Firefighter Ability 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. The Administrator will read standardised instructions to you for the 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.

There will be an opportunity to practice using example questions 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. There should be a visible clock in the room, but you are also advised to wear a reliable watch.

Once the assessment begins, 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 the assessment begins.

Q: Who will administer the assessment?

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

Q: How are the tests scored?

A: In each of the 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.

Your performance on all parts of 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 Firefighter selection process.

Q: Will I get feedback on my results?

A: No. Due to the large number of applicants feedback will not be possible.

Q: Who will see my results?

A: Your results will only be seen by those people directly involved in 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. 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.