AMMO CDC Module 6 Practice Test (Sample)

Study Guide

Everything you need from our exam experts!

Table of Contents

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- **Practice answering questions under realistic conditions,**
- **Improve accuracy and speed,**
- **Review explanations to strengthen weak areas, and**
- **Approach the exam with greater confidence.**

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here’s how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don’t just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There’s no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

1. What components attached to the AIM-120 control section are used to steer the missile in flight?

A. Rudders

B. Fins

C. Wings

D. Nozzles

2. What additional capability does the electro-optical television guidance system upgrade provide to the AGM-65H and -65K?

A. Longer range target identification

B. Faster flight speed

C. Increased payload

D. Improved weather resistance

3. In a case-control study, how do you select controls and compute the odds ratio?

A. Controls should come from the same source population without disease; OR = (a/c) / (b/d), where a=exposed cases, b=exposed controls, c=unexposed cases, d=unexposed controls.

B. Controls should be randomly selected from any population; OR is calculated as (a+b)/(c+d).

C. Controls must be diseased individuals; OR is (a+d)/(b+c).

D. Controls should be healthier individuals from the community and OR isn't used.

4. The AIM-120 control section uses which hardware attached to steer the missile?

A. Nose fins

B. Rudders

C. Fins

D. Wings

5. Define isolation versus quarantine and provide outbreak examples for each.

A. Isolation separates ill persons with confirmed disease; quarantine restricts movement of exposed persons who are not yet ill. Example: isolation for confirmed measles; quarantine for exposed household contacts.

B. Isolation is for exposed persons; quarantine is for ill persons.

C. Both terms mean the same and are interchangeable.

D. Isolation is only used in hospitals; quarantine is only used in schools.

6. In the AIM-120 guidance system, what enables the functions for acquisition and tracking, navigation, data link processing, and section secondary power?

A. Processor and firmware

B. Hardware and software

C. Power and propulsion

D. Sensors and actuators

7. Which data quality dimension is exemplified by missing onset dates in outbreak surveillance data?

A. Completeness

B. Validity

C. Timeliness

D. Accuracy

8. Which type of guidance system is nothing more than very high frequency radio waves?

A. Radar

B. Laser

C. Infrared

D. Sonar

9. Which bomb uses the BLU-126 Low-Collateral Damage Bomb as its warhead?

A. GBU-31

B. GBU-39

C. GBU-54

D. GBU-38(V)4

10. How do you differentiate a point source outbreak from a propagated outbreak based on the epidemic curve?

A. Point source shows a sharp rise and fall; propagated pattern shows multiple waves over time with successive peaks.

B. Point source shows multiple waves over time; propagated shows a sharp rise and fall.

C. Point source shows a gradual rise; propagated shows no clear pattern.

D. Point source shows a flat curve; propagated shows a single peak.

Answers

1. B
2. A
3. A
4. C
5. A
6. B
7. A
8. A
9. D
10. A

Explanations

1. What components attached to the AIM-120 control section are used to steer the missile in flight?

A. Rudders

B. Fins

C. Wings

D. Nozzles

Steering in flight is done with movable aerodynamic surfaces that create moments to change the missile's attitude. On the AIM-120, those adjustable surfaces are the fins mounted on the control section. The guidance system deflects these fins to produce yaw and pitch changes, steering the missile toward its target. Rudders are specific to aircraft tails, wings imply large fixed lifting surfaces, and nozzles control thrust, not direction, so they don't function as the steering surfaces on this missile.

2. What additional capability does the electro-optical television guidance system upgrade provide to the AGM-65H and -65K?

A. Longer range target identification

B. Faster flight speed

C. Increased payload

D. Improved weather resistance

The upgrade adds a daylight, electro-optical television sensor that provides visible-spectrum imagery for target identification and tracking. This allows the launcher to positively identify and designate targets at greater distances, enabling longer standoff engagements with the missile. It doesn't change the missile's speed, payload, or weather tolerance, which are determined by other design aspects.

3. In a case-control study, how do you select controls and compute the odds ratio?

A. Controls should come from the same source population without disease; OR = (a/c) / (b/d), where a=exposed cases, b=exposed controls, c=unexposed cases, d=unexposed controls.

B. Controls should be randomly selected from any population; OR is calculated as (a+b)/(c+d).

C. Controls must be diseased individuals; OR is (a+d)/(b+c).

D. Controls should be healthier individuals from the community and OR isn't used.

In a case-control study, the essential idea is to compare how often exposure occurred among people with the disease (cases) to how often exposure occurred among people without the disease (controls) from the same population. This ensures the control group reflects the exposure distribution of the population that gave rise to the cases, avoiding selection bias. Label the counts in a 2x2 table as: a = exposed cases, b = exposed controls, c = unexposed cases, d = unexposed controls. The odds ratio is then the odds of exposure among cases divided by the odds of exposure among controls, which is (a/c) ÷ (b/d) = ad/bc. This formula captures how much more (or less) likely cases were to have been exposed compared with controls, and it uses exposure odds rather than risk because case-control studies don't provide incidence data. Why this answer is best: it specifies that controls come from the same source population without disease to ensure valid comparison, and it gives the correct odds-ratio computation for a case-control design. Other options either pick inappropriate controls, mix in diseased individuals, or misstate how the measure is calculated, which would lead to biased or meaningless results in this study design.

4. The AIM-120 control section uses which hardware attached to steer the missile?

A. Nose fins

B. Rudders

C. Fins

D. Wings

Steering a missile relies on aerodynamic control surfaces that deflect air to create turning moments. The AIM-120 uses fins attached to its control section as these surfaces. When the guidance system commands a turn, the movable fins deflect to generate side forces and pitch/yaw moments, steering the missile toward the target while maintaining stability. Other hardware like nose tips, tail rudders, or wings don't serve the steering role in this design, whereas fins are specifically the surfaces that provide the directional control.

5. Define isolation versus quarantine and provide outbreak examples for each.

A. Isolation separates ill persons with confirmed disease; quarantine restricts movement of exposed persons who are not yet ill. Example: isolation for confirmed measles; quarantine for exposed household contacts.

B. Isolation is for exposed persons; quarantine is for ill persons.

C. Both terms mean the same and are interchangeable.

D. Isolation is only used in hospitals; quarantine is only used in schools.

Isolation keeps apart people who are already sick with a contagious disease to prevent spreading it. Quarantine separates and restricts people who were exposed to a contagious disease but are not yet ill, to see if they become sick during the incubation period. Outbreak example of isolation: someone with confirmed measles is isolated in a hospital or at home until they are no longer contagious, preventing transmission to others. Outbreak example of quarantine: household contacts or travelers who were exposed to measles are instructed to stay at home and limit contact with others during the incubation period to monitor for symptoms. The idea that isolation covers exposed individuals or that quarantine covers the ill is not correct, and these terms aren't limited to hospitals or schools.

6. In the AIM-120 guidance system, what enables the functions for acquisition and tracking, navigation, data link processing, and section secondary power?

A. Processor and firmware

B. Hardware and software

C. Power and propulsion

D. Sensors and actuators

The ability to perform acquisition and tracking, navigation, data link processing, and section secondary power comes from hardware and software working together. The hardware provides the physical platform—the processor, memory, sensors, RF interfaces, and power-management components—that let the system exist and operate in real time. The software (and embedded firmware) runs on that hardware to implement the algorithms and control logic for target acquisition/tracking, navigation calculations, data-link handling, and managing the power distribution. Without hardware, there'd be nothing to run the software on; without software, the hardware would have no coordinated behavior to perform these tasks. This combination is what enables these complex functions.

7. Which data quality dimension is exemplified by missing onset dates in outbreak surveillance data?

A. Completeness

B. Validity

C. Timeliness

D. Accuracy

Completeness describes whether every required data field has a value. Missing onset dates indicate incomplete records, since an essential field is absent. In outbreak surveillance, having onset dates is crucial for constructing the epidemic curve and understanding the timing of cases; without them, the data are incomplete and less actionable. While validity, timeliness, and accuracy concern format/valid values, reporting speed, and truthfulness of values respectively, the specific issue here is the absence of a required data element, which is a hallmark of incompleteness.

8. Which type of guidance system is nothing more than very high frequency radio waves?

A. Radar

B. Laser

C. Infrared

D. Sonar

Radar guidance relies on emitting very high frequency radio waves and listening for their reflections from targets. By sending RF signals and measuring how long it takes for echoes to return (and how their frequency shifts due to motion), the system can determine distance, Speed, and tracking information to guide a vehicle or weapon. The other options operate with different kinds of signals: a laser uses a beam of light, infrared is also light-based, and sonar uses sound waves, which travel differently and aren't RF radio waves. So the description aligns with radar because it uses very high frequency radio waves to sense and guide.

9. Which bomb uses the BLU-126 Low-Collateral Damage Bomb as its warhead?

A. GBU-31

B. GBU-39

C. GBU-54

D. GBU-38(V)4

The key idea is recognizing which warhead is paired with the 500-pound guided-bomb family. The BLU-126 Low-Collateral Damage Bomb is a 500-pound warhead designed to limit blast and fragmentation in populated areas, so it's used on a specific variant of the 500-pound JDAM bomb. Among the options, the 500-pound guided bomb that carries the BLU-126 is the GBU-38 in its fourth variant. The other bombs in the list are configured with different warheads and purposes, so they do not use the BLU-126. This is why the GBU-38(V)4 is the correct match for the BLU-126 warhead.

10. How do you differentiate a point source outbreak from a propagated outbreak based on the epidemic curve?

A. Point source shows a sharp rise and fall; propagated pattern shows multiple waves over time with successive peaks.

B. Point source shows multiple waves over time; propagated shows a sharp rise and fall.

C. Point source shows a gradual rise; propagated shows no clear pattern.

D. Point source shows a flat curve; propagated shows a single peak.

Epidemic curves reveal how transmission unfolds. A point source outbreak comes from a single exposure event, so cases cluster in a short time and the curve rises quickly and then falls just as fast, producing a single sharp peak. A propagated outbreak spreads through person-to-person transmission, so new generations of cases occur over time, creating several waves with successive peaks spaced by roughly the generation interval. As control measures or immunity reduce susceptible individuals, later waves may be smaller. That combination—a sharp rise and fall for a point source, versus multiple waves over time for a propagated outbreak—matches the described pattern.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://ammocdcmodule6.examzify.com

We wish you the very best on your exam journey. You've got this!