

FIRE CONTROLMEN (FC) A SCHOOL SAFETY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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

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- 1. Which method is first used to stop bleeding?**
 - A. Direct/Finger Pressure
 - B. Elevation
 - C. Constricting Band
 - D. Pressure Points
- 2. Which statement best describes mishap risk factor areas?**
 - A. They cover people, tasks, and the work environment
 - B. They apply only to supervisors
 - C. They cover only equipment
 - D. They are unrelated to safety training
- 3. When is an aloft verbal warning passed over the 1MC?**
 - A. Before beginning work aloft and every 15 minutes thereafter
 - B. At the start of the shift
 - C. Only if a hazard is observed
 - D. At the end of the shift
- 4. What is the main goal of mishap procedures in FC safety?**
 - A. To assign blame to individuals
 - B. To provide a structured response and prevent recurrence
 - C. To avoid reporting
 - D. To document only financial impact
- 5. What should you not use on live electrical equipment?**
 - A. Water.
 - B. Foam.
 - C. Dry chemical.
 - D. CO2.
- 6. What is any mast, kingpost, or other structure where the potential for a fall exists?**
 - A. Aloft
 - B. Overhead Structure
 - C. Deck Area
 - D. Rigging

- 7. What is the correct sequence for removing Lockout/Tagout devices when re-energizing equipment?**
- A. Remove all tags first, then locks
 - B. Remove locks and tags in any order
 - C. Remove locks in order of application
 - D. Remove locks and tags in the reverse order they were applied
- 8. Which color label corresponds to the hazard of reacting violently with water and forming poisonous gases?**
- A. Blue
 - B. Green
 - C. Red
 - D. Yellow
- 9. How many classes of rubber insulating gloves are there?**
- A. 3
 - B. 4
 - C. 5
 - D. 2
- 10. In the bleeding control sequence, what comes after Direct Pressure?**
- A. Direct Pressure
 - B. Pressure Points
 - C. Constricting Band
 - D. Elevation

Answers

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

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Explanations

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1. Which method is first used to stop bleeding?

A. Direct/Finger Pressure

B. Elevation

C. Constricting Band

D. Pressure Points

Applying direct pressure to the wound is the first method used to stop bleeding because it directly compresses the blood vessels at the source, helping the body form a clot and slow or stop the flow right away. Use a clean cloth or gauze and press firmly for several minutes; if blood soaks through, don't remove the initial dressing—add more layers and continue applying pressure. Elevation can help reduce blood flow, but it's a supportive step to apply after you start direct pressure. Constricting bands (like tourniquets) are reserved for severe, life threatening bleeding and require training to use safely, not for the initial response to all wounds. Pressure points aren't reliable for stopping most bleeding and aren't part of standard first aid for typical injuries.

2. Which statement best describes mishap risk factor areas?

A. They cover people, tasks, and the work environment

B. They apply only to supervisors

C. They cover only equipment

D. They are unrelated to safety training

Mishap risk factor areas come from three sources where accidents can start: the people involved, the tasks they perform, and the environment where the work happens. Recognizing these three domains helps you target safety measures and training where they'll be most effective. People cover human performance factors like fatigue, distractions, and knowledge or skill gaps. Tasks look at how the job is done—the steps, the sequence, and any complexity or ambiguities in procedures. The work environment includes physical conditions such as lighting, space, clutter, equipment placement, noise, and weather. Addressing all three areas gives a comprehensive view of risks and informs training and controls to reduce mishaps. Choices that limit risk to supervisors miss frontline factors and don't capture how actual work happens. Focusing only on equipment neglects human and procedural risks. Saying these factors are unrelated to safety training contradicts how safety programs use risk factors to shape effective training and prevention.

3. When is an aloft verbal warning passed over the 1MC?

A. Before beginning work aloft and every 15 minutes thereafter

B. At the start of the shift

C. Only if a hazard is observed

D. At the end of the shift

Aloft work is dangerous, so the crew must be warned over the 1MC before it starts and then kept informed at regular intervals. Giving the warning before beginning work aloft ensures everyone in the area is aware that overhead tasks are about to take place and can take any necessary precautions. The 15-minute interval keeps situational awareness current as conditions or personnel change, reducing the chance of an unnoticed hazard and helping supervisors verify that safety measures—such as fall protection, lines, and gear—remain in place. Warning only at the start of a shift wouldn't cover mid-shift jobs, and warning only when a hazard is observed could miss developing risks. Warning at the end of the shift would be too late to protect anyone still working aloft.

4. What is the main goal of mishap procedures in FC safety?

- A. To assign blame to individuals
- B. To provide a structured response and prevent recurrence**
- C. To avoid reporting
- D. To document only financial impact

The main goal of mishap procedures is to provide a structured, systematic response that identifies what happened, why it happened, and how to prevent it from happening again. In FC safety, this means quickly reporting incidents, securing the scene, and conducting a thorough investigation to uncover root causes—whether they're due to human factors, equipment, or procedures. The emphasis is on learning and improvement, not on blaming individuals, so that corrective actions can be put in place (such as training updates, equipment fixes, or changes to standard operating procedures) and then followed up to ensure they work. This approach reduces risk to personnel and assets by turning incidents into concrete safety improvements. Choices that focus on assigning blame, avoiding reporting, or documenting only financial impact don't support effective safety management, which is why they're not appropriate.

5. What should you not use on live electrical equipment?

- A. Water.**
- B. Foam.
- C. Dry chemical.
- D. CO2.

Water should not be used on live electrical equipment because it conducts electricity. When water contacts energized circuits, it can carry current to you or others, creating a shock or arc flash hazard and potentially spreading the fire or damaging the equipment further. In fires involving energized gear, you want nonconductive extinguishing methods, such as dry chemical powders or carbon dioxide, which smother the fire or displace the oxygen without forming a conductive path. Foam is also water-based, so it carries the same risk as water. If it's safe to do so, de-energize the equipment first, then apply an appropriate nonconductive extinguisher.

6. What is any mast, kingpost, or other structure where the potential for a fall exists?

- A. Aloft**
- B. Overhead Structure
- C. Deck Area
- D. Rigging

Aloft is the location used to describe any mast, kingpost, or similar structure where a fall could occur. It identifies the area above the deck where workers are exposed to fall hazards, so it's the specific term that pinpoints where fall protection is required. The deck area is at deck level, overhead structure is too vague, and rigging refers to equipment rather than a location, so they don't fit as precisely. In practice, working aloft means following fall-protection rules to prevent injuries.

7. What is the correct sequence for removing Lockout/Tagout devices when re-energizing equipment?

- A. Remove all tags first, then locks
- B. Remove locks and tags in any order
- C. Remove locks in order of application
- D. Remove locks and tags in the reverse order they were applied**

When re-energizing equipment, the locks and tags are removed in the reverse order they were applied. This means the person who placed the last lock is the first to remove their lock, then the next person, and so on, until the first lock is removed. Doing it this way keeps control of each energy isolation point intact as workers finish clearing the area, so no one can accidentally re-energize the system while another is still protected. Tags are removed by the same worker who placed them, and only after all locks are removed should energizing be considered. Removing tags first or removing in the original application order could bypass the layered protections and create a risk of unexpected energization.

8. Which color label corresponds to the hazard of reacting violently with water and forming poisonous gases?

- A. Blue**
- B. Green
- C. Red
- D. Yellow

A chemical that can react violently with water and form poisonous gases is a reactivity hazard. In the NFPA 704 color system, reactivity hazards are shown in the yellow section. This color signals that the material may undergo violent changes, release energy, or produce gases when it comes into contact with water, heat, or shock. So the yellow label is used to warn handlers to avoid water exposure and to take precautions for potential gas release. For context, blue is for health hazards, red for flammability, and white for specific hazards, but the key point here is that violent reaction with water points to a reactivity warning in yellow.

9. How many classes of rubber insulating gloves are there?

- A. 3
- B. 4**
- C. 5
- D. 2

The key idea is that rubber insulating gloves are organized into classes to match the voltage levels you might encounter, so you can select a glove that provides the right amount of protection. Having four classes keeps the system simple and covers the typical voltage ranges encountered in Navy electrical work, while higher classes provide protection for higher voltages and lower classes for lower voltages. This structure helps ensure the glove won't break down under the expected electrical stress and that workers stay safe. (Some standards separate even more subtle levels, but in this material four classes are used.)

10. In the bleeding control sequence, what comes after Direct Pressure?

- A. Direct Pressure
- B. Pressure Points**
- C. Constricting Band
- D. Elevation

The main idea here is understanding the order of steps used to control external bleeding. After you've applied direct pressure to the wound, the next technique in the traditional bleeding-control sequence is to compress arterial pressure points. By applying firm pressure to these points where an artery lies close to the surface (for example, the groin where the femoral artery runs or the inside of the upper arm over the brachial artery), you reduce the blood flow into the injured area. This helps slow or stop the bleeding when direct pressure alone isn't enough while you continue care or seek further help. That's why the correct choice is Pressure Points. After this step, other measures like tourniquets may be used if bleeding remains uncontrolled.

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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://fcaschoolsafety.examzify.com>

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

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