

SFFMA Firefighter I (FF1) HazMat Operations/Awareness Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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

- 1. Which statement about Safety Data Sheets is true?**
 - A. The SDS lists only the chemical name.**
 - B. The SDS provides the product name used by the company.**
 - C. The SDS is not used for identifying products.**
 - D. The SDS always uses the trade name as the official chemical name.**
- 2. Action taken to confine a product release to a limited area is:**
 - A. Defensive Strategy**
 - B. Offensive Strategy**
 - C. Secondary Strategy**
 - D. Primary Action**
- 3. Which statement about concentrations and exposure is true?**
 - A. Concentrations Can Be Estimated Solely by Odor**
 - B. Monitoring Equipment Is Not Necessary**
 - C. Exposures Do Not Depend on Concentrations**
 - D. HazMat Technicians Should Operate Monitoring Equipment**
- 4. The Department of Transportation Hazard Class 6 consists of which materials?**
 - A. Oxidizers**
 - B. Poisons**
 - C. Radioactive Substances**
 - D. Flammable liquids**
- 5. DOT Hazard Class 1 includes which hazard?**
 - A. Flammable solids**
 - B. Explosives**
 - C. Corrosives**
 - D. Nonflammable gases**

- 6. To establish an isolation perimeter for an incident inside a building, you should:**
- A. post personnel at the entrance to deny access.**
 - B. limit access at the nearest intersection.**
 - C. evacuate the building starting with the lowest floor.**
 - D. perform air monitoring to each floor and then deny access to that floor.**
- 7. UN hazard class numbers on placards are used to aid quick recognition of hazard type.**
- A. They indicate hazard recognition by giving the UN hazard class number**
 - B. They indicate the country of origin**
 - C. They indicate color of packaging**
 - D. They indicate shipping weight**
- 8. Which are the prescribed shapes of the recommended initial isolation and protective action zones?**
- A. A circle for the initial isolation zone with an elongation of it downwind side for the protective action zone.**
 - B. A circle for the initial isolation zone with an elongation of it outward toward the upwind side for the protective action zone.**
 - C. A rectangle for the initial isolation zone elongating toward the downwind side.**
 - D. A square for the initial isolation zone, expanding in all four directions as needs dictate for the protective action zone.**
- 9. Using the United Nations/Department of Transportation Labeling System, a flammable liquid would receive a hazard classification of:**
- A. 1**
 - B. 2**
 - C. 3**
 - D. 4**

10. In pesticide labeling, which signal word is used for packages containing highly toxic materials?

- A. Danger**
- B. Warning**
- C. Caution**
- D. Extremely Flammable**

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Answers

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

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Explanations

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1. Which statement about Safety Data Sheets is true?

- A. The SDS lists only the chemical name.
- B. The SDS provides the product name used by the company.**
- C. The SDS is not used for identifying products.
- D. The SDS always uses the trade name as the official chemical name.

Safety Data Sheets are used to identify exactly which product you're dealing with by the name the company uses, not just the chemical name. In practice, an SDS lists product identifiers that include the company's product name or brand name, along with the chemical identity and other identifiers. This helps you recognize the product in a real workplace, especially when a product is a mixture or has proprietary components. Because of that, the statement that the SDS provides the product name used by the company is the true one. It isn't limited to just the chemical name, and it isn't about avoiding product identification. Also, SDSs do not rely solely on the trade name as the official chemical name—the official chemical name may differ from the product or trade name, and the SDS will include both the chemical identity and the product identity.

2. Action taken to confine a product release to a limited area is:

- A. Defensive Strategy**
- B. Offensive Strategy
- C. Secondary Strategy
- D. Primary Action

Focusing on containment and safety, this item tests recognizing that keeping a product release from spreading is a defensive approach. In hazmat operations, defensive actions aim to isolate the hazard, protect people and the environment, and prevent further exposure by creating barriers, establishing a defined perimeter, and restricting access while assessment and mitigation occur from a safe distance. The emphasis is on preventing movement of the release rather than directly attacking the source, which aligns with protecting responders and the public and stabilizing the scene. Offensive actions would involve directly stopping the release at its source, which can be far more hazardous and is not the chosen path when the priority is to confine the substance to a limited area. The terms primary or secondary aren't standard strategy labels for this context, so they don't fit the concept of containment through isolation and protection.

3. Which statement about concentrations and exposure is true?

- A. Concentrations Can Be Estimated Solely by Odor**
- B. Monitoring Equipment Is Not Necessary**
- C. Exposures Do Not Depend on Concentrations**
- D. HazMat Technicians Should Operate Monitoring Equipment**

Accurate measurement of contaminant concentrations using monitoring equipment is essential in HazMat work. Relying on smell to judge how much of a hazardous substance is present is not safe because many agents are odorless, have odors that don't correlate with danger, or can produce odor fatigue. You need instruments that can detect and quantify the substance to know the actual exposure risk and to guide protective actions. That's why HazMat Technicians should operate the monitoring equipment. They're trained to choose the right device (gas meters, PID, electrochemical sensors, LEL meters, etc.), calibrate it, interpret readings, set alarms, and adjust precautions. This creates objective, actionable data to determine PPE, ventilation needs, evacuation or isolation decisions, and how long responders can work safely. Exposures do depend on concentrations (and time), so the idea that exposure isn't linked to concentration isn't accurate. Concentration levels directly influence the potential dose a person receives, which is why measuring them with proper equipment is a foundational safety practice.

4. The Department of Transportation Hazard Class 6 consists of which materials?

- A. Oxidizers**
- B. Poisons**
- C. Radioactive Substances**
- D. Flammable liquids**

Hazard Class 6 covers materials that are poisonous to people or animals. This class includes toxic substances (Division 6.1) and infectious substances (Division 6.2), meaning they can cause illness or death through inhalation, ingestion, or skin contact even at low exposures. Responders focus on preventing exposure with appropriate PPE, containment, and decontamination when handling these materials. Other hazard classes cover different types of hazards: oxidizers are in Class 5.1, radioactive substances in Class 7, and flammable liquids in Class 3. So poisons are the correct category for Hazard Class 6.

5. DOT Hazard Class 1 includes which hazard?

- A. Flammable solids**
- B. Explosives**
- C. Corrosives**
- D. Nonflammable gases**

Explosives are Hazard Class 1. This class covers materials and devices that are designed to detonate or release energy very rapidly, creating a powerful pressure wave. Because of that potential, they require strict handling and transport controls to prevent accidental initiation. Examples include dynamite, TNT, and fireworks, which illustrate the rapid energy release that defines these hazards. The other options belong to different hazard classes: flammable solids are in Class 4, corrosives are in Class 8, and nonflammable gases are part of Class 2, so they aren't included in Class 1.

6. To establish an isolation perimeter for an incident inside a building, you should:

- A. post personnel at the entrance to deny access.**
- B. limit access at the nearest intersection.**
- C. evacuate the building starting with the lowest floor.**
- D. perform air monitoring to each floor and then deny access to that floor.**

Controlling access at the building entrance to deny entry creates an immediate isolation boundary around the incident. This prevents unprotected people from entering the affected area, reduces exposure risk, and allows responders to manage who is inside and where they go. It establishes a clear, physical control point that can be enforced and communicated, which is the fastest way to contain the situation. Other options don't establish that boundary as effectively: limiting exterior access elsewhere won't stop people from entering the building, evacuating the building is a life-safety action that doesn't create a perimeter, and delaying access until after floor-by-floor air monitoring delays containment and can expose more people.

7. UN hazard class numbers on placards are used to aid quick recognition of hazard type.

- A. They indicate hazard recognition by giving the UN hazard class number**
- B. They indicate the country of origin**
- C. They indicate color of packaging**
- D. They indicate shipping weight**

UN hazard class numbers on placards are placed to quickly identify what kind of danger is present with the material. Each number corresponds to a hazard class (for example, 2 for gases, 3 for flammable liquids, 8 for corrosives, 9 for miscellaneous dangerous goods). Seeing the number lets responders immediately grasp the type of risk and choose appropriate actions—such as bounding off the area, selecting the right PPE, and deciding on firefighting or containment tactics—without needing to read lot details or identify the exact substance first. The numbers are not about where the material came from, the color of packaging, or how much it weighs. If a shipment has multiple hazards, you might see more than one class number, signaling that more than one kind of protective action may be needed.

8. Which are the prescribed shapes of the recommended initial isolation and protective action zones?

- A. A circle for the initial isolation zone with an elongation of it downwind side for the protective action zone.**
- B. A circle for the initial isolation zone with an elongation of it outward toward the upwind side for the protective action zone.**
- C. A rectangle for the initial isolation zone elongating toward the downwind side.**
- D. A square for the initial isolation zone, expanding in all four directions as needs dictate for the protective action zone.**

The main idea here is that hazmat boundaries are shaped to reflect how a plume travels with the wind. The initial isolation boundary is drawn as a circle around the release so you can quickly establish a clear, off-limits area regardless of wind direction. The protective action zone is then elongated in the downwind direction to match the expected plume path, capturing the area at risk and guiding actions like evacuation or sheltering in place. Extending toward the upwind side would miss where the hazard is likely to go, and using a rectangle or a square that expands in all directions doesn't reflect the directional spread of the plume and isn't practical for rapid boundary setup. So the prescribed shapes are a circular initial isolation zone with a downwind elongated protective action zone.

9. Using the United Nations/Department of Transportation Labeling System, a flammable liquid would receive a hazard classification of:

- A. 1**
- B. 2**
- C. 3**
- D. 4**

Under the UN/DoT labeling system, each hazard is grouped into a class and given a number. Flammable liquids are placed in Hazard Class 3. That class designation signals that the material can ignite and burn readily, which is why a label or placard for Class 3 appears on packaging and in shipping papers. Knowing this helps responders quickly identify the primary danger and take appropriate precautions, such as controlling ignition sources and applying suitable extinguishing methods. Other classes cover different hazards—gases, explosives, solids, etc.—but only flammable liquids fall under Class 3.

10. In pesticide labeling, which signal word is used for packages containing highly toxic materials?

A. Danger

B. Warning

C. Caution

D. Extremely Flammable

Signal words on pesticide labels convey toxicity level. When a package contains highly toxic materials, the strongest warning shown is “Danger,” which signals an immediate, severe hazard and prompts the highest level of precautions. Lower levels of risk are indicated by “Warning” for moderate toxicity and “Caution” for relatively low toxicity. “Extremely Flammable” is a separate hazard statement about flammability and not the toxicity level, so it’s not the signal word used to describe highly toxic materials.

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://sffmaff1hazmatopsawareness.examzify.com>

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