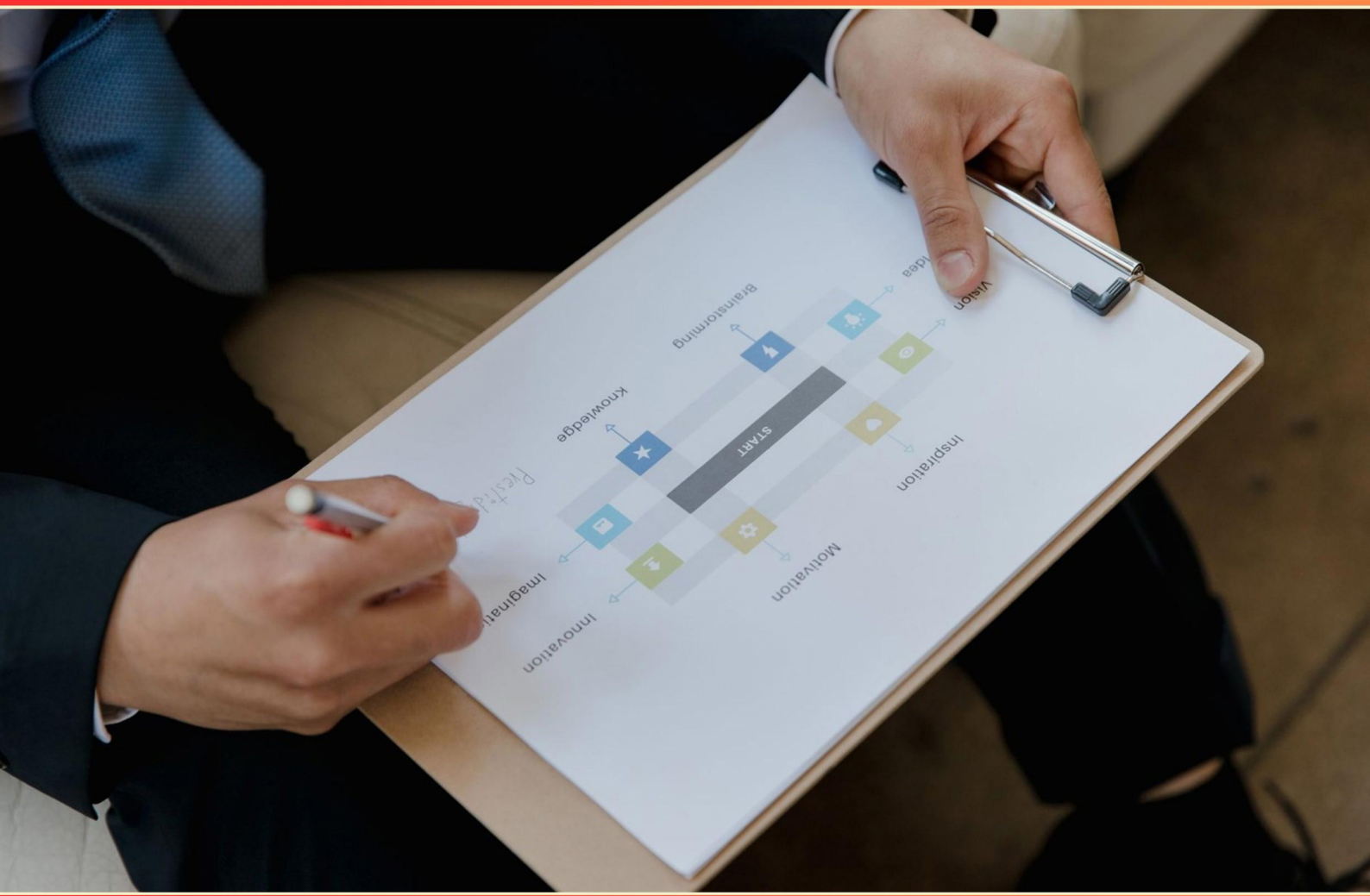
CONTROL OF RISK PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://controlofrisk.examzify.com

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 15

SAMPLE

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.

SAMPLE

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!

SAMPLE

Questions

SAMPLE

1. A disabled individual is defined as?

A. A person with a physical or mental impairment that substantially limits one or more major life activities

B. A person who cannot work

C. A person who is unemployed

D. A person who uses a wheelchair

2. A plan where the policyholder pays a defined premium to an insurer and does not share in the risk attached to actual claims

A. Deductible Plan

B. Mediation

C. Insured Plan

D. IBNR

3. How do heuristics and cognitive biases affect risk perception and decision making?

A. They simplify judgment but can lead to under- or overestimation of risk; awareness helps mitigate effects.

B. They always improve risk estimation.

C. They have no effect on risk decisions.

D. They only occur in experienced professionals.

4. What is RIDDOR and when must incidents be reported?

A. Regulation for Industrial Design; report within 30 days.

B. Reporting of Injuries, Diseases and Dangerous Occurrences; report work-related injuries, illnesses, or dangerous occurrences within statutory timeframes.

C. A type of PPE.

D. A risk assessment framework.

5. How is risk quantified using likelihood and consequence?

A. Add likelihood and consequence

B. Multiply likelihood and consequence to yield a risk score

C. Use qualitative scales only

D. Use probability alone

SAMPLE

6. The amount of loss expected from a specific peril given some level of impairment or delay in protection. PML is expressed as a percentage of the total values. Unless noted, PML refers to the peril of fire.

A. Maximum Possible Loss (MPL)

B. Probable Maximum Loss (PML)

C. Predicted Loss Potential

D. Potential Maximum Exposure

7. In a Bow-Tie analysis, which component describes the role of preventive and mitigative measures?

A. Barriers located between hazard and consequences.

B. Insurance policies.

C. Employee handbooks.

D. Emergency drills only.

8. What term means the number of incidents, accidents, occurrences, or claims in a given time period?

A. Incident

B. Exposure

C. Frequency

D. Loss

9. A meeting of the parties in a forum to encourage resolution, or force a resolution, without entering into litigation

A. Assignment

B. Mediation

C. Mini-trial

D. Insured Plan

10. Which elements should incident trend analyses include to be useful?

A. Weather data and marketing metrics

B. Employee ages and salary

C. Period, locations, equipment, causes, and corrective actions

D. Project deadlines only

SAMPLE

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. A disabled individual is defined as?

A. A person with a physical or mental impairment that substantially limits one or more major life activities

B. A person who cannot work

C. A person who is unemployed

D. A person who uses a wheelchair

Disability is defined by the impact of an impairment on daily functioning, not by job status or whether someone uses equipment. Major life activities cover a wide range of essential tasks, such as seeing, hearing, walking, speaking, breathing, learning, concentrating, self-care, and working. If an impairment substantially limits one or more of these activities, that person is considered to have a disability. The statement given reflects this functional view, describing a physical or mental impairment that substantially limits major life activities. The other options focus on being unable to work or on using a wheelchair, which doesn't by itself define disability unless it results in a substantial limitation of functioning.

2. A plan where the policyholder pays a defined premium to an insurer and does not share in the risk attached to actual claims

A. Deductible Plan

B. Mediation

C. Insured Plan

D. IBNR

Understanding how risk is handled in insurance helps here: an insured plan means the policyholder pays a fixed premium and the insurer bears the risk of actual claims, so the policyholder does not share in the variability of claims. This contrasts with a deductible plan, where the insured must pay part of each claim before coverage kicks in and thus shares in the risk. Mediation is about resolving disputes, not risk transfer, and IBNR relates to estimating claims that haven't been reported yet. So the option that describes paying a set premium to transfer the risk entirely to the insurer is the insured plan.

3. How do heuristics and cognitive biases affect risk perception and decision making?

A. They simplify judgment but can lead to under- or overestimation of risk; awareness helps mitigate effects.

B. They always improve risk estimation.

C. They have no effect on risk decisions.

D. They only occur in experienced professionals.

Heuristics are mental shortcuts we use to judge risk quickly. They make judgment faster and often good enough, but they can distort risk estimates. For example, the availability heuristic makes recent or vivid events loom larger in our minds, leading to overestimating those risks, while rare but dramatic events can skew perception of overall likelihood. Anchoring or starting from an initial estimate can bias subsequent judgments, and confirmation bias makes us favor information that fits what we already believe. Because risk often involves uncertain probabilities and high stakes, these shortcuts can cause underestimation of some risks and overestimation of others, shaping decisions about what controls to put in place, how much caution to use, and how resources are allocated. Awareness is key: recognizing when a shortcut might be steering us off track, then using data, structured risk assessments, probabilistic thinking, and decision aids can counteract biases and improve judgment. So the best description is that heuristics simplify judgment but can lead to under- or overestimation of risk, and awareness helps mitigate effects. They don't always improve estimation, they affect both novices and seasoned professionals, and they influence risk decisions rather than being irrelevant to them.

SAMPLE

4. What is RIDDOR and when must incidents be reported?

A. Regulation for Industrial Design; report within 30 days.

B. Reporting of Injuries, Diseases and Dangerous Occurrences; report work-related injuries, illnesses, or dangerous occurrences within statutory timeframes.

C. A type of PPE.

D. A risk assessment framework.

RIDDOR stands for Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. The key idea is that it requires reporting certain work-related injuries, illnesses, and dangerous occurrences to the appropriate enforcing authority (such as the HSE or a local authority) within statutory timeframes. This framework exists to ensure regulators can track and investigate incidents that affect workers and take steps to prevent recurrence. Understanding the scope helps: reportable events include fatalities and major injuries, injuries that result in time off work or medical treatment, specific occupational diseases, and dangerous occurrences (serious near-misses). The emphasis on timely reporting is what makes this concept the right choice—there are set time limits for when these events must be reported. The other options describe related but different areas—design regulations, PPE, or risk assessment frameworks—which are not about mandatory reporting to regulators.

5. How is risk quantified using likelihood and consequence?

A. Add likelihood and consequence

B. Multiply likelihood and consequence to yield a risk score

C. Use qualitative scales only

D. Use probability alone

In risk assessment, you quantify risk by combining how likely an event is with how severe its impact would be. Multiplying likelihood by consequence to yield a risk score is used because it captures the interaction between these two dimensions: risk rises when both the chance of the event and its potential damage are high, and it drops to zero if either factor is zero. This multiplicative approach also provides a clear, scalable numeric rating that teams can rank and compare across different risks. If you added likelihood and consequence instead, you'd blur the effect of a high-probability, high-impact event, underestimating or overestimating risk in ways that don't reflect how likely and how damaging the event would be. Relying on probability alone ignores how bad the outcome could be, and relying only on qualitative scales wouldn't give a single numeric score to rank risks.

6. The amount of loss expected from a specific peril given some level of impairment or delay in protection. PML is expressed as a percentage of the total values. Unless noted, PML refers to the peril of fire.

A. Maximum Possible Loss (MPL)

B. Probable Maximum Loss (PML)

C. Predicted Loss Potential

D. Potential Maximum Exposure

Probable Maximum Loss captures the expected, not absolute, impact from a defined peril when protection is impaired or delayed, expressed as a percentage of total values. This is a practical, high-severity loss estimate used in risk management to gauge potential financial impact and determine appropriate reserves or capital. By default, the peril referenced is fire unless another is noted, aligning with common practice in these assessments. This differs from the absolute worst-case scenario (Maximum Possible Loss), which would assume no protective constraints; it also isn't about a general exposure measure or a different predicted metric, which is why the term described fits Probable Maximum Loss best.

SAMPLE

7. In a Bow-Tie analysis, which component describes the role of preventive and mitigative measures?

A. Barriers located between hazard and consequences.

B. Insurance policies.

C. Employee handbooks.

D. Emergency drills only.

In Bow-Tie analysis, risk is shown as a chain from a hazard to a top event and then to consequences, with barriers placed to block or weaken each link. Preventive measures act as barriers between the hazard and the top event, aiming to stop the event from occurring, while mitigative measures act as barriers between the top event and the consequences, aiming to limit impact if the event happens. The option describing barriers located between hazard and consequences captures the role of both preventive and mitigative measures as the protective controls that sit along the chain from hazard through the top event to the outcomes. The other choices reference specific actions or documents, but they don't embody the integrated barrier concept that spans the hazard-to-consequences pathway.

8. What term means the number of incidents, accidents, occurrences, or claims in a given time period?

A. Incident

B. Exposure

C. Frequency

D. Loss

Frequency is about counting how often events occur within a defined time period. It directly represents the number of incidents, accidents, occurrences, or claims that happen in that span. In risk terms, it's the tally of events over time, which lets you compare how often things occur across periods or populations. An incident is a single event, not the total count. Exposure refers to the amount at risk or the population/units being observed. Loss denotes the financial impact or cost, not how often events happen. So the term that best fits "the number of incidents, accidents, occurrences, or claims in a given time period" is frequency.

9. A meeting of the parties in a forum to encourage resolution, or force a resolution, without entering into litigation

A. Assignment

B. Mediation

C. Mini-trial

D. Insured Plan

Resolving disputes without going to court through a neutral facilitator. In mediation, a neutral mediator guides the discussion, helps the parties clarify issues, and explores possible solutions, but cannot impose a decision—the parties themselves choose the outcome. This setup matches the idea of bringing parties together in a forum to encourage or reach a resolution without litigation, emphasizing voluntary settlement and cost/time savings. The other options don't fit: assignment involves transferring rights, a mini-trial is a brief, non-binding simulated trial to preview issues, and an insured plan is unrelated to dispute resolution.

SAMPLE

10. Which elements should incident trend analyses include to be useful?

A. Weather data and marketing metrics

B. Employee ages and salary

C. Period, locations, equipment, causes, and corrective actions

D. Project deadlines only

When analyzing incident trends, you want a clear picture of what happened and what changed to prevent recurrence. The elements you need are the time period, where the incidents occurred, the equipment involved, the underlying causes, and the corrective actions taken. The time period lets you see patterns over weeks, months, or years and detect whether things are improving. The locations help reveal site-specific issues or conditions that drive higher incident rates. The equipment involved points to faulty or unsuitable tools or machinery that may need maintenance or replacement. The causes identify the root problems that create incidents, not just the surface symptoms. Documenting the corrective actions shows what was done to fix the issue and whether those actions actually reduced risk over time. Other factors like weather data and marketing metrics don't consistently shed light on the patterns of incidents, and employee ages or salaries aren't typically predictive of incident trends. Focusing only on project deadlines misses the actual incident dynamics and the effectiveness of preventive measures.

SAMPLE

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://controlofrisk.examzify.com

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

SAMPLE