

**MODULE 6 · PRACTICE QUIZ**

# CHECK YOUR UNDERSTANDING

Six multiple-choice questions and one short scenario. Open-book — consult your Learner Guide and the Reference Cards. Self-marked using the answer key on page 2.

**Q1** Which best describes the relationship between Operational Limits and dynamic risk management?

- A) Operational Limits replace dynamic risk management once the event is underway.
- B) Operational Limits pre-decide the calls you can pre-decide; dynamic risk management catches everything else as it happens.
- C) The two are alternatives — pick whichever your school prefers.
- D) Dynamic risk management only applies if Operational Limits haven't been set.

**Q2** The dynamic risk loop has three live decisions when reassessed risk is no longer in the accepted band. Which set is correct?

- A) Proceed · Slow down · Cancel.
- B) Proceed · Add controls · Stop.
- C) Continue · Discuss · Phone the principal.
- D) Accept · Tolerate · Avoid.

**Q3** Which of the following is *least* likely to be a useful focus of situational awareness in the field?

- A) The behaviour and energy of the group.
- B) Whether weather and terrain still match what the RAS assumed.
- C) Your own fatigue, distraction, or defensiveness.
- D) The exact wording of the original RAS document filed at school.

**Q4** You feel uneasy about the conditions but can't put your finger on why. According to Module 6, the right response is...

- A) Ignore the feeling — if you can't articulate it, it isn't real.
- B) Cancel the event immediately — gut feeling overrides analysis.
- C) Treat the feeling as a signal: stop, name what you're noticing, and run a proper reassessment before deciding.
- D) Wait until something concrete happens before acting.

**Q5** Which of these is the clearest example of External Pressure from the Go / No-Go pressure categories?

- A) The forecast has changed since this morning.
- B) Two students have arrived without their named medication.
- C) "We've already paid the bus deposit and the kids will be devastated if we cancel."
- D) The lead instructor is showing signs of fatigue.

**Q6** What is the role of communication in dynamic risk management?

- A) The Person In Charge makes all decisions in silence to avoid alarming the group.
- B) Communication is only needed if something goes wrong — otherwise it slows things down.
- C) The whole team feeds the leader real-time observations; the leader names reassessments out loud so the discipline is visible.
- D) Decisions are voted on by the staff team using majority rule.

**MODULE 6 · PRACTICE QUIZ (CONT.)**

# SHORT SCENARIO & ANSWER KEY

One short-scenario question on the dynamic loop, then the answer key with rationale for self-marking.

**Q7 SHORT ANSWER — SCENARIO**
**SCENARIO**

You're ninety minutes into a Year-8 coastal-walk event with 28 students and three staff. The forecast was "light showers, easing"; you're now walking into a steady southerly with rain heavier than predicted, and visibility along the cliff section is dropping. The group is still in good spirits but two students are visibly cold. One staff member quietly tells you they think you should turn back; another says it'll probably blow through and you've come this far. **Walk the dynamic loop — situational awareness, reassessment, decision — and name the pressures you'd be weighing.**

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**✓ ANSWER KEY**

Q	ANSWER	WHY
1	B	Op Limits and dynamic RM are paired tools. Op Limits pre-decide the calls you can pre-decide, when you're calm. The dynamic loop catches the things you didn't anticipate — and runs continuously between triggers.
2	B	The three live decisions in the source diagram are <i>Proceed</i> (still acceptable), <i>Add controls</i> (bring it back into band), and <i>Stop</i> (no acceptable control — move to contingency).
3	D	The original RAS wording isn't what you reassess against in the field — you reassess against the <i>conditions the RAS assumed</i> , in the situation in front of you. The other three are core focuses of situational awareness.
4	C	Intuition is a signal, not a verdict. Don't ignore it (A); don't act on it alone (B); don't wait it out (D). Stop, name what you're noticing, and run the loop properly.
5	C	Sunk cost (the bus deposit) and student disappointment are textbook External Pressure — the bias toward continuing that lives outside the actual risk picture. The other options are operational reality (Environment, Logistics, Staff readiness).
6	C	Dynamic RM is a team discipline. The PIC holds the call but holds it best when the team is feeding observations and when reassessments are named out loud. Silence (A) and majority vote (D) both fail; communication isn't optional (B).
7	—	<b>Sample answer.</b> <i>Situational awareness:</i> environment trending wrong way (rain heavier than forecast, visibility dropping along an exposed cliff section); group OK but two students presenting cold; staff are split — one signal of concern. <i>Reassess:</i> the conditions the RAS assumed ("light showers, easing") no

Q	ANSWER	WHY
		<p>longer hold; cliff-section hazard severity rising as visibility drops; cold-exposure risk on two students climbing.</p> <p><i>Available controls:</i> shelter and warm up; send the cliff section in tighter formation; turn back to the lower-exposure route; full retreat to the bus.</p> <p><i>Most defensible call:</i> <b>Add controls — turn back via the lower route</b>, get the cold students into dry layers, reassess at the next shelter point. A full <b>Stop</b> is also defensible if you have any doubt about the cliff section.</p> <p><i>Pressures weighing:</i> External Pressure (“we’ve come this far”) is the loudest one to notice and resist; Intuition (the staff member’s “turn back”) is a signal to take seriously; Group readiness (two cold students) is operational reality. The colleague test: if a respected leader walked into this picture, they would almost certainly turn back.</p>