

BNSF AIR BRAKE AND TRAIN HANDLING PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://bnsfairbraketrainhandling.examzify.com>



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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. What type of air brake test is required when picking up cars that have been in storage for 2 months?**
 - A. Class 1 Air Brake Test
 - B. Class 2 Air Brake Test
 - C. Class 3 Air Brake Test
 - D. No air brake test required
- 2. What happens when the automatic brake valve is moved to the release position?**
 - A. Increases equalizing reservoir pressure
 - B. Reduces brake cylinder pressure
 - C. Releases auxiliary reservoir pressure
 - D. Blocks air from the brake pipe
- 3. What is the maximum allowed speed for light engines operating long hood forward in adverse conditions?**
 - A. 30 MPH
 - B. 40 MPH
 - C. 45 MPH
 - D. 50 MPH
- 4. What mechanism prevents the locomotive brakes from applying after an automatic application?**
 - A. Recharge valve
 - B. Actuating
 - C. Emergency cutoff
 - D. Brake release valve
- 5. What action should be taken if a safety device becomes defective en route?**
 - A. Immediately stop the train
 - B. Continue operating normally
 - C. Report the defect after arrival
 - D. Switch to manual control

- 6. What action should be taken when a light locomotive consist is operated over a distance exceeding 2 miles without crew control via signals?**
- A. Use automated controls for the entire distance
 - B. Operate from the cab nearest the direction of travel
 - C. Stop the locomotive until communication can be established
 - D. Switch to manual control for safety
- 7. When applying or reapplying brakes, what is the required brake pipe reduction for a fully charged system?**
- A. Reduce the brake pipe at least 4 psi
 - B. Reduce the brake pipe at least 5 psi
 - C. Reduce the brake pipe at least 6 psi
 - D. Maintain current brake pipe settings
- 8. On the controlling locomotive, what position does the MU2A or double-port cutout cock need to be in?**
- A. Out
 - B. In
 - C. Off
 - D. Closed
- 9. What is the first step to conduct an air test after adding helpers to the rear of a train?**
- A. Increase the brake pipe reduction by at least 8 psi
 - B. Release and recharge the brake system
 - C. Observe the brakes apply on the helper consist
 - D. Determine the brake pipe increase at the rear of the train
- 10. Which action is considered best practice when using dynamic brakes on locomotives in high-demand situations?**
- A. Activating all available brakes at full force
 - B. Gradually applying dynamic brakes, monitoring the response
 - C. Selecting the highest power setting for maximum effect
 - D. Using only air brakes for enhanced control

Answers

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

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Explanations

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1. What type of air brake test is required when picking up cars that have been in storage for 2 months?

- A. Class 1 Air Brake Test**
- B. Class 2 Air Brake Test
- C. Class 3 Air Brake Test
- D. No air brake test required

The correct choice is the Class 1 Air Brake Test, which is necessary when picking up cars that have been out of service, such as those in storage for two months. This test ensures that all of the air brake components are functioning properly and that the system is ready for safe operation. A Class 1 Air Brake Test requires a thorough inspection, including checking for leaks in the brake pipes, inspecting brake equipment, and ensuring that the brakes can be applied and released correctly. This level of testing is critical after a long period of inactivity, as components may become damaged, corroded, or otherwise non-operational while in storage. In contrast, a Class 2 Air Brake Test is less comprehensive and typically applies to cars that have just been out of service for a short period, while a Class 3 test is usually performed on cars that have been in service and require only a quick check. Lastly, not requiring any air brake test would not ensure the safety of the system after a significant lapse in operational status. Therefore, a Class 1 test is the appropriate and necessary action in this scenario to guarantee the safety and reliability of the air brake system.

2. What happens when the automatic brake valve is moved to the release position?

- A. Increases equalizing reservoir pressure**
- B. Reduces brake cylinder pressure
- C. Releases auxiliary reservoir pressure
- D. Blocks air from the brake pipe

When the automatic brake valve is moved to the release position, it facilitates a process that increases the pressure in the equalizing reservoir. This occurs because moving the valve to release allows compressed air to flow from the auxiliary reservoir to the brake cylinder and effectively releases the brakes. This action not only contributes to the equalization of pressure across the system, allowing the train to return to a state where it can operate normally without brake application, but it also enables the release of the pressure holding the brakes in place. Thus, the correct understanding of this mechanism is vital for effective train handling and ensuring the safe operation of the trains. Although other options may seem relevant, they do not accurately reflect the primary function of the valve's release position as effectively as the increase in equalizing reservoir pressure.

3. What is the maximum allowed speed for light engines operating long hood forward in adverse conditions?

- A. 30 MPH
- B. 40 MPH
- C. 45 MPH**
- D. 50 MPH

The maximum allowed speed for light engines operating long hood forward in adverse conditions is 45 MPH. This speed limit is established to ensure the safety of operations, as adverse conditions can include factors such as inclement weather, poor track conditions, and reduced visibility. Operating at a speed of 45 MPH allows for a reasonable balance between maintaining operational efficiency and ensuring safety. Higher speeds could increase the risk of accidents due to decreased stopping distance and reduced control over the train in potentially hazardous situations. Conversely, the other speed limits are set lower than this maximum to account for specific scenarios that might compromise safety, thus the choice of 45 MPH as the maximum in adverse conditions allows for both flexibility in operations and a cautious approach to safety management. Both regulation compliance and practical safety measures dictate that this speed is appropriate for light engines in less than optimal conditions.

4. What mechanism prevents the locomotive brakes from applying after an automatic application?

- A. Recharge valve
- B. Actuating**
- C. Emergency cutoff
- D. Brake release valve

The mechanism that prevents the locomotive brakes from applying after an automatic application is known as the actuating mechanism. When there is an automatic application of the brakes, the actuating mechanism allows the train's braking system to engage and apply the brakes effectively. However, it also has a role in inhibiting repeated automatic applications until the system is reset, ensuring that the brakes do not inadvertently apply again without a purpose. The mechanism functions as a control element, regulating when and how the brakes engage or release based on the train's operational needs. An understanding of the way the actuating mechanism works is crucial for safe train handling, as it provides the necessary control to avoid unintended brake applications that could result in loss of control or other safety issues. Overall, the actuating mechanism is essential for managing the braking process effectively.

5. What action should be taken if a safety device becomes defective en route?

- A. Immediately stop the train**
- B. Continue operating normally
- C. Report the defect after arrival
- D. Switch to manual control

If a safety device becomes defective while the train is in operation, the appropriate action is to immediately stop the train. This is critical for maintaining the safety of the crew, passengers, and the rail infrastructure. Safety devices are integral to the safe operation of the train, as they monitor essential functions and can prevent accidents. Stopping the train allows for a thorough inspection of the defect, facilitating necessary repairs and ensuring compliance with safety regulations. Continuing to operate normally or delaying the report until arrival could lead to dangerous situations arising from an unchecked malfunction. Switching to manual control without addressing the defect wouldn't resolve the underlying safety issue and could further jeopardize safe train operation. Hence, stopping the train is the best course of action to safeguard everyone involved.

6. What action should be taken when a light locomotive consist is operated over a distance exceeding 2 miles without crew control via signals?

- A. Use automated controls for the entire distance
- B. Operate from the cab nearest the direction of travel**
- C. Stop the locomotive until communication can be established
- D. Switch to manual control for safety

When a light locomotive consist is operated over a distance exceeding 2 miles without crew control via signals, the appropriate action is to operate from the cab nearest the direction of travel. This is crucial for ensuring effective control of the locomotive, as it allows the crew to maintain optimal situational awareness and response capabilities. Being positioned in the cab that is facing the direction of travel enables the crew to better observe track conditions, signals, and any potential hazards ahead. In scenarios where signal control is not available, relying on the capabilities of the crew in the cab nearest the direction of travel enhances safety and operational efficiency. It ensures that the crew can react promptly to any changes in the environment, and maintain better oversight of the train's movements. While automated controls may provide convenience, they do not replace the valuable assessment and decision-making skills of trained personnel present in the cab. Stopping the locomotive until communication can be established might lead to unnecessary delays or hazardous situations if the environment on the track changes. Switching to manual control might imply that there is a lack of confidence in the automated system, but operating from the more advantageous cab setup provides a consistent framework for safe operations under the given circumstances.

7. When applying or reapplying brakes, what is the required brake pipe reduction for a fully charged system?

- A. Reduce the brake pipe at least 4 psi
- B. Reduce the brake pipe at least 5 psi
- C. Reduce the brake pipe at least 6 psi**
- D. Maintain current brake pipe settings

The required brake pipe reduction for a fully charged system is at least 6 psi. This reduction is critical because it ensures that there is sufficient pressure differential that allows for the required amount of brake application across the entire train. When the brake pipe pressure is reduced by at least this amount, it prompts the brake control valves in the freight cars to respond appropriately, thereby allowing for effective braking. Using a 6 psi reduction helps initiate a smooth and controlled application of the brakes, ensuring that all the cars in the train engage their brakes simultaneously as intended. This reduction is aimed at achieving a quick and uniform braking effect, which is vital for maintaining stability and control during train operations. In contrast, lower reductions might not create enough pressure differential for the brakes to engage properly, potentially leading to inefficient braking and safety concerns. Maintaining current brake pipe settings would not apply any brakes and could result in a lack of control when slowing or stopping the train.

8. On the controlling locomotive, what position does the MU2A or double-port cutout cock need to be in?

- A. Out
- B. In**
- C. Off
- D. Closed

The MU2A or double-port cutout cock must be in the 'In' position on the controlling locomotive to ensure that the air brake system functions correctly. When in the 'In' position, the cutout cock allows air flow to the brake system, enabling the brakes to operate as intended. This is crucial for maintaining the integrity and safety of the train's braking system. By having the cutout cock in this position, the brake pipes and reservoirs are properly connected, allowing for adequate communication between locomotives in a multi-unit setup. If the cutout cock were set to 'Out' or 'Off', it would disrupt the airflow and potentially lead to a failure of the brake system to engage, jeopardizing both the train's safety and operational efficiency. The 'Closed' position is also not appropriate in this scenario because it indicates a state that would block air flow completely, preventing any brake action from occurring. Thus, the 'In' position ensures full functionality of the air brake system, which is vital for safe train operations.

9. What is the first step to conduct an air test after adding helpers to the rear of a train?

- A. Increase the brake pipe reduction by at least 8 psi**
- B. Release and recharge the brake system
- C. Observe the brakes apply on the helper consist
- D. Determine the brake pipe increase at the rear of the train

The first step to conduct an air test after adding helpers to the rear of a train is to increase the brake pipe reduction by at least 8 psi. This increase is necessary to ensure that the entire train, including the newly added helper units, is properly engaged in the air brake system. By making this reduction, the engineer ensures that there is a sufficient pressure drop in the brake pipe, which allows the air brakes on the helper locomotives to begin applying effectively. This step is fundamental because it establishes the conditions required for a successful diagnostic test of the air brake system. It allows for confirming that all units in the train are responsive to the changes made in the brake pipe pressure, which is critical for safe train operations, particularly with the additional weight and dynamic behavior introduced by the helpers. While releasing and recharging the brake system is important for ensuring the train's air systems are properly functioning, it typically happens after the initial pressure adjustments. Observing the brake application on the helper consist is a subsequent step that relies on prior conditions being met, and determining the brake pipe increase at the rear of the train comes after the initial pressure reduction is made.

10. Which action is considered best practice when using dynamic brakes on locomotives in high-demand situations?

- A. Activating all available brakes at full force
- B. Gradually applying dynamic brakes, monitoring the response**
- C. Selecting the highest power setting for maximum effect
- D. Using only air brakes for enhanced control

Gradually applying dynamic brakes and monitoring the response is recommended as best practice in high-demand situations because it allows for a controlled and measured reduction in speed. This approach helps prevent potential wheel slip or locking, which could lead to loss of traction and control of the train. By monitoring the train's response as the dynamic brakes are applied, the engineer can make necessary adjustments, ensuring stability and safety, especially in varying track conditions or when navigating steep grades. Using the highest power setting indiscriminately may overwhelm the braking system, leading to potential failures or harsh braking actions that could destabilize the train. Likewise, activating all brakes at full force can also result in abrupt stops, risking derailment or damage to the train. Relying solely on air brakes could limit control and response time when dynamic brakes are more effective in such scenarios. Thus, a gradual and attentive approach to applying dynamic brakes is crucial for optimal train handling and safety in high-demand situations.

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://bnsfairbraketrainhandling.examzify.com>

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

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