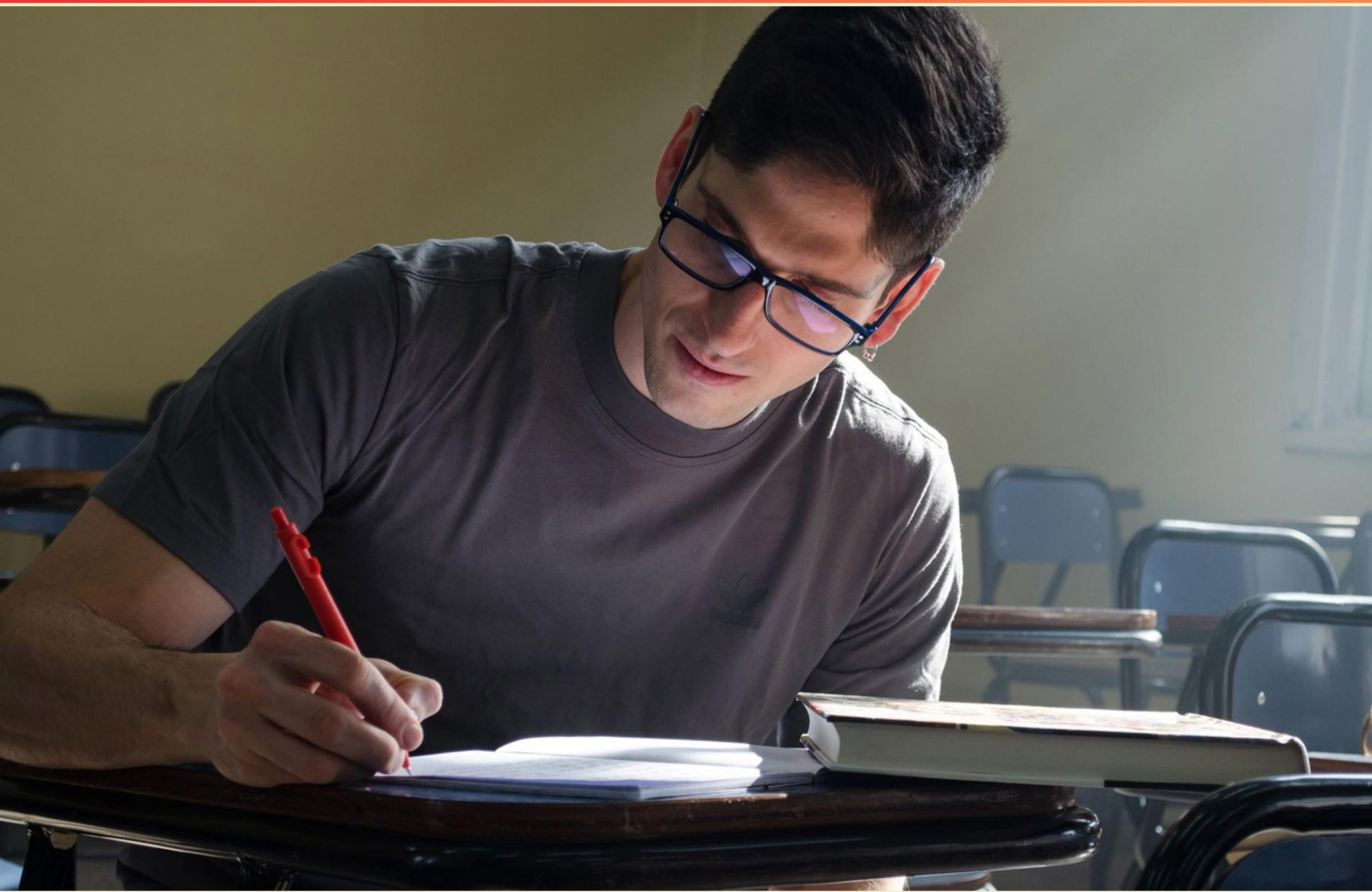


FIRC KING SCHOOLS PRACTICE TEST (SAMPLE)

STUDY GUIDE



Prepare with structure. Pass with confidence



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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. To maintain Wings currency, a pilot must do which of the following?**
 - A. Have done 3 knowledge activities and 3 flight activities for one level within the last 12 months
 - B. Complete 2 knowledge activities within 6 months
 - C. Complete 5 flight activities within 18 months
 - D. Complete 1 knowledge activity per level per year
- 2. As a flight instructor, under BasicMed you may instruct provided that which condition is met?**
 - A. Both you and the aircraft meet all requirements and you observe the BasicMed operating rules
 - B. You hold a current FAA medical certificate
 - C. The aircraft is certified for high altitude operation
 - D. You must have at least 2,000 flight hours
- 3. What is the most important thing to teach regarding loss of control (LOC)?**
 - A. How to avoid getting into LOC situations
 - B. How to recover from LOC
 - C. Use of autopilot to prevent LOC
 - D. Understanding weather radar
- 4. Which statement describes maneuver-based training?**
 - A. Focuses on physical flying skills with limited emphasis on developing risk management skills
 - B. Focuses on risk management and theoretical decision making
 - C. Emphasizes scenario-based training
 - D. Includes extensive pre-flight risk briefings
- 5. CFIs should teach that the majority of LOC occurrences are the result of**
 - A. The pilot going beyond their own capability
 - B. The aircraft exceeding its structural limits
 - C. Losing attitude indicator
 - D. Electrical system failures

6. What is the purpose of FAA AC 91-92: Pilot's Guide to a Preflight Briefing?

- A. To assess and meet the requirements prior to a flight
- B. To teach in-flight communication procedures
- C. To describe aircraft performance
- D. To provide weather briefing procedures

7. ACS codes help in developing more relevant knowledge questions by:

- A. Providing standardized test length
- B. Better defining the knowledge required
- C. Reducing the number of questions
- D. Eliminating case studies

8. What does the latest version F of AC 00-46 suggest about self-reporting?

- A. Self-reporting should be punished.
- B. The FAA views self-reporting as a constructive attitude.
- C. Self-reporting is optional and rarely used.
- D. Self-reporting replaces enforcement actions.

9. What kind of information does AC 00-46 Version F provide about the program?

- A. Technical flight operations manuals.
- B. Details on how the Aviation Safety Reporting Program operates.
- C. Aircraft performance charts.
- D. Weather avoidance procedures.

10. Which topic is NOT listed as a subject in the Airplane Flying Handbook topics cited?

- A. Turning back to the airport after takeoff
- B. Emergency response systems such as ballistic parachutes
- C. Benefit and use of WINGS
- D. Navigation by pilotage

Answers

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

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Explanations

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1. To maintain Wings currency, a pilot must do which of the following?

- A. Have done 3 knowledge activities and 3 flight activities for one level within the last 12 months**
- B. Complete 2 knowledge activities within 6 months
- C. Complete 5 flight activities within 18 months
- D. Complete 1 knowledge activity per level per year

Wings currency is maintained by proving you stay current in both knowledge and hands-on flying for the same level within a rolling 12-month period. The rule requires at least three knowledge activities and at least three flight activities completed for one level during the last year. This mix keeps you sharp on theory and practice together, reinforcing proficiency rather than concentrating on one side only. The other options don't meet that combined, year-long requirement. Merely doing two knowledge activities in six months doesn't satisfy the needed count for knowledge and lacks the required flight activities. Five flight activities in 18 months ignores the necessary balance of knowledge and flight tasks and stretches beyond the 12-month window. One knowledge activity per level per year doesn't reach the three-activity threshold within the 12 months and also doesn't pair with the required flight activities.

2. As a flight instructor, under BasicMed you may instruct provided that which condition is met?

- A. Both you and the aircraft meet all requirements and you observe the BasicMed operating rules**
- B. You hold a current FAA medical certificate
- C. The aircraft is certified for high altitude operation
- D. You must have at least 2,000 flight hours

Under BasicMed you can act as an instructor if you and the airplane meet BasicMed requirements and you operate in accordance with BasicMed rules. This means you've satisfied BasicMed medical qualification (a physician's exam within the past 48 months and completion of the BasicMed online course, plus the medical declaration) and you're conducting the flight within the BasicMed operating limits. The airplane must also be appropriate for BasicMed operation (certificated for general GA use and not exceeding BasicMed restrictions). Because of that, instruction is allowed under BasicMed when both you and the aircraft comply with those rules. The other options aren't required: you don't need a current FAA medical certificate if you're operating under BasicMed; high-altitude certification for the aircraft isn't a BasicMed requirement; and there is no minimum flight-hour threshold like 2,000 hours for BasicMed instruction.

3. What is the most important thing to teach regarding loss of control (LOC)?

A. How to avoid getting into LOC situations

B. How to recover from LOC

C. Use of autopilot to prevent LOC

D. Understanding weather radar

Prevention is the foundation when thinking about loss of control. The best way to keep a flight safe is to avoid entering conditions that could lead to LOC rather than trying to fix it after it happens. That means keeping the airplane in safe airspeeds and energy margins, avoiding low-altitude situations where a small slip or stall can turn into a loss of control, and using smooth, coordinated inputs to maintain stable flight. Teach pilots to recognize warning signs early—dropping attitude, increasing bank without enough airspeed, uncoordinated flight, or rapid changes in pitch—and respond promptly by maintaining proper airspeed, reducing angle of attack, and coordinating control inputs to regain and hold a stable attitude. Emphasize energy management and planning: know the aircraft's stall and stall-warning characteristics in different configurations, maintain adequate altitude margin for maneuvering, and avoid situations that push you toward the stall or into a high-risk attitude. Recovery techniques are essential, but they're most effective when you've built the habit of avoiding LOC in the first place. Relying on autopilot isn't a universal safeguard in light aircraft, and understanding weather radar, while useful for staying out of hazardous weather, does not directly prevent LOC.

4. Which statement describes maneuver-based training?

A. Focuses on physical flying skills with limited emphasis on developing risk management skills

B. Focuses on risk management and theoretical decision making

C. Emphasizes scenario-based training

D. Includes extensive pre-flight risk briefings

Maneuver-based training centers on practicing the aircraft's physical handling—control responses, precision, and energy management—through repeated execution of standard maneuvers. This approach emphasizes developing smooth, accurate flying skills in the airplane itself, with comparatively less focus on risk management or decision-making in varied situations. The statement that best describes this is the one that says the training concentrates on physical flying skills with limited emphasis on developing risk management skills. Other statements describe risk management, theoretical decision-making, or scenario-based training, which are not the primary focus of maneuver-based training.

5. CFIs should teach that the majority of LOC occurrences are the result of

A. The pilot going beyond their own capability

B. The aircraft exceeding its structural limits

C. Losing attitude indicator

D. Electrical system failures

The main idea here is that loss of control is most often caused by the pilot exceeding their own capability, rather than by a mechanical or instrument failure. In practice, many LOC events stem from attempting maneuvers, attitudes, or speeds beyond what the pilot is trained for or comfortable handling, or from not recognizing and correcting an incipient upset in time. This human-factor role is why the statement that the pilot going beyond their capability is the common cause is the best answer. Equipment or system issues can contribute to LOC—such as an intermittent attitude indicator loss or an electrical failure that deprives you of instruments—but these are not the typical root cause. They're important to recognize and practice around, yet the bulk of LOC safety-focused training centers on staying within limits, maintaining situational awareness, managing energy, and executing proper upset recovery and decision-making.

6. What is the purpose of FAA AC 91-92: Pilot's Guide to a Preflight Briefing?

- A. To assess and meet the requirements prior to a flight
- B. To teach in-flight communication procedures
- C. To describe aircraft performance
- D. To provide weather briefing procedures

Preparing to fly starts with a thorough preflight briefing, and FAA AC 91-92 is the guide you use to run that briefing. Its purpose is to help you assess what is required for the flight and ensure those requirements are met before you depart. That means considering weather, fuel planning, weight and balance, flight plan, NOTAMs, available alternates, runway and aeronautical information, airspace, equipment, and any passenger information as part of the decision-making process before you take off. The goal is safety and compliance by confirming you have the necessary information and meet the flight's requirements prior to departure. This guidance isn't limited to in-flight communications, nor is it only about describing aircraft performance or weather briefing procedures; it covers the full scope of preflight planning to support a sound, legal, and safe flight.

7. ACS codes help in developing more relevant knowledge questions by:

- A. Providing standardized test length
- B. Better defining the knowledge required
- C. Reducing the number of questions
- D. Eliminating case studies

ACS codes lay out the exact knowledge areas and performance elements that an applicant must demonstrate. By tying each knowledge question to a specific code, the test becomes focused on the topics and skill levels the standard requires, ensuring relevance and proper coverage of the critical concepts. This framework helps avoid questions about material outside the defined objectives and supports consistent measurement across the test. The other options don't fit because ACS codes don't set test length, limit or reduce the number of questions, or remove case studies; they define what needs to be known and how it should be demonstrated.

8. What does the latest version F of AC 00-46 suggest about self-reporting?

- A. Self-reporting should be punished.
- B. The FAA views self-reporting as a constructive attitude.
- C. Self-reporting is optional and rarely used.
- D. Self-reporting replaces enforcement actions.

Self-reporting is treated as a demonstration of responsible, proactive safety behavior. The latest version F of AC 00-46 emphasizes that voluntarily reporting safety issues, incidents, or near-misses shows a constructive attitude toward safety. When people come forward with information, it helps investigators understand what happened, identify root causes, and put corrective actions in place to prevent recurrence. The emphasis is on fostering a safety culture where reporting problems is valued and expected, not punished. This encourages learning and continuous improvement. It's not saying that self-reporting replaces enforcement; enforcement actions can still occur when warranted, but self-reporting is encouraged and can influence how issues are addressed, reflecting a collaborative safety approach.

9. What kind of information does AC 00-46 Version F provide about the program?

- A. Technical flight operations manuals.
- B. Details on how the Aviation Safety Reporting Program operates.**
- C. Aircraft performance charts.
- D. Weather avoidance procedures.

The Aviation Safety Reporting Program is described in this advisory circular, focusing on how the program operates. It explains why reporting is encouraged, the voluntary and confidential nature of submissions, and the protections for reporters. It walks through how to file a report, what information to include, and who can report. It also covers what happens after a report is submitted—how FAA reviews and analyzes the information and uses it to identify safety concerns and share lessons learned to prevent future incidents. The emphasis is on safety improvement rather than discipline, describing the flow from report intake to actionable safety improvements. This is why it fits the item about providing details on how the program operates, rather than information about technical flight operations manuals, performance charts, or weather procedures.

10. Which topic is NOT listed as a subject in the Airplane Flying Handbook topics cited?

- A. Turning back to the airport after takeoff
- B. Emergency response systems such as ballistic parachutes
- C. Benefit and use of WINGS
- D. Navigation by pilotage**

The idea being tested is recognizing which topics are included in the cited subjects of the Airplane Flying Handbook. The handbook's listed topics cover situations you might encounter after takeoff, such as deciding whether to turn back to the airport, as well as safety-focused areas like emergency response systems (for example, ballistic parachutes) and the benefits and use of the FAA's WINGS safety program. Navigation by pilotage is a fundamental way to determine position using landmarks, but it isn't among the topics cited in that particular list. So the topic not listed is navigation by pilotage.

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://firckingschools.examzify.com>

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

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