



## Update to Certified Flight Instructor Test

### Certified Flight Instructor Test Prep 2012

November 2011  
ASA-TP-CFI-12

With the following changes, ASA's *Certified Flight Instructor Test Prep 2012* provides complete preparation for the FAA Flight Instructor (CFI), Ground Instructor, and Fundamentals of Instructing (FOI) Knowledge Exams.

### About the Test Changes

The FAA exams are “closed tests” which means the exact database of questions is not available to the public. The question and answer choices in this book provide the largest sampling of representative FAA questions available and they are derived from history and experience with the FAA testing process. You might see similar although not exactly the same questions on your official FAA exam. Answer stems may be rearranged from the A, B, C order you see in this book. Therefore, be careful to fully understand the intent of each question and corresponding answer while studying, rather than memorize the A, B, C answer. You may be asked a question that has unfamiliar wording; studying and understanding the information in this book and the associated reference documents will give you the tools to answer all types of questions with confidence.

We invite your feedback. After you take your official FAA exam, let us know how you did. Were you prepared? Did the ASA products meet your needs and exceed your expectations? We want to continue to improve these products to ensure applicants are prepared, and become safe aviators. Send feedback to: [cfi@asa2fly.com](mailto:cfi@asa2fly.com)

The next FAA test change is expected in June 2012.

Page Number	Question Number	Correct Answer	Explanation
1-14	7320	[B]	<p><i>A new question is added to read:</i></p> <p>FOI <b>7320.</b> What are the educational levels of the cognitive domain?</p> <p>A—rote, understanding, application and correlation B—recall, response, application, analysis, and evaluation. C—knowledge, comprehension, conceptualization, application, and correlation.</p> <p>The cognitive domain includes remembering specific facts (content knowledge) and concepts that help develop intellectual abilities and skills. There are six major categories, starting from the simplest behavior (recalling facts) to the most complex (evaluation). (PLT306) — FAA-H-8083-9</p>
1-16	7319	[B]	<p><i>A new question is added to read:</i></p> <p>FOI <b>7319.</b> Fatigue is one of the most treacherous hazards to flight safety</p> <p>A—because it results in slow performance. B—as it may not be apparent to a pilot until serious errors are made. C—as it may be a function of physical robustness or mental acuity.</p> <p>Fatigue is one of the most treacherous hazards to flight safety as it may not be apparent to a pilot until serious errors are made. (PLT308) — FAA-H-8083-9</p>
1-18	7317	[A]	<p><i>A new question is added to read:</i></p> <p>ALL, FOI <b>7317.</b> What is the best way to teach students how to multi-task while flying?</p> <p>A—Help students develop both types of multitasking abilities, including attention switching and simultaneous performance. B—Help students develop attention switching skills. C—Offer distractions while a student is learning a skill so they understand how to sequence the task.</p> <p>Since doing several things at once is a natural part of aviation, instructors need to help students develop both types of multi-tasking abilities: attention switching and simultaneous performance. Before students are asked to perform several tasks at once, instructors should ensure that the student has devoted enough time to study and practice such that the individual tasks can be performed reasonably well in isolation. (PLT306) — FAA-H-8083-9</p>

Page Number	Question Number	Correct Answer	Explanation
1-40	6098-6	[B]	<p><i>The answer stem A, explanation and incorrect answer (C) explanation are changed to read:</i></p> <p>A—the FAA practical test standards should only be used for testing purposes.</p> <p>These important documents should be used for both training and testing.</p> <p>Answer (C) is incorrect because the PTS are objective-based.</p>
1-40	6098-7	[B]	<p><i>The answer stem A, explanation and incorrect answer (A) explanation are changed to read:</i></p> <p>A—are criterion-based and should be used for testing purposes only.</p> <p>These important documents should be used for both training and testing.</p> <p>Answer (A) is incorrect because the PTS should be part of the training process as well as for testing.</p>
5-47	7318	[B]	<p><i>A new question is added to read:</i></p> <p>ALL  <b>7318.</b> How will an area of thunderstorm activity that may grow to severe intensity be indicated on the Severe Weather Outlook Chart?</p> <p>A—SLGT within cross-hatched areas.  B—APCHG within any area.  C—SVR within any area.</p> <p>On a Severe Weather Outlook Chart, an area labeled “APCHG” indicates that probable general thunderstorm activity may approach severe intensity. (PLT051) — AC 00-45</p> <p>Answer (A) is incorrect because a cross-hatched area identifies a tornado watch area. Answer (C) is incorrect because the term SVR is not used on the Severe Weather Outlook Chart.</p>
7-8	6966	[C]	<p><i>The answer stems, and incorrect answer explanation are changed to read:</i></p> <p>A—in accordance with instrument flight rules.  B—on a flight plan filed prior to arrival or departure.  C—in an aircraft equipped with a transponder with automatic altitude reporting capability and in communication with the responsible ATC facility.</p> <p>Answer (A) is incorrect because visual flight rules are also used within Class C airspace. Answer (B) is incorrect because flight plans are not required in Class C airspace.</p>
8-13	6368	[A]	<p><i>The question codes are changed to:</i></p> <p>ALL, MCI, AIR, RTC</p>
10-9	7321	[A]	<p><i>A new question is added to read:</i></p> <p>ALL, FOI  <b>7321.</b> What is the best way to teach students how to multi-task while flying?</p> <p>A—Help students develop both types of multitasking abilities, including attention switching and simultaneous performance.  B—Help students develop attention switching skills.  C—Offer distractions while a student is learning a skill so they understand how to sequence the task.</p> <p>Since doing several things at once is a natural part of aviation, instructors need to help students develop both types of multi-tasking abilities: attention switching and simultaneous performance. Before students are asked to perform several tasks at once, instructors should ensure that the student has devoted enough time to study and practice such that the individual tasks can be performed reasonably well in isolation. (PLT306) — FAA-H-8083-9</p>

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