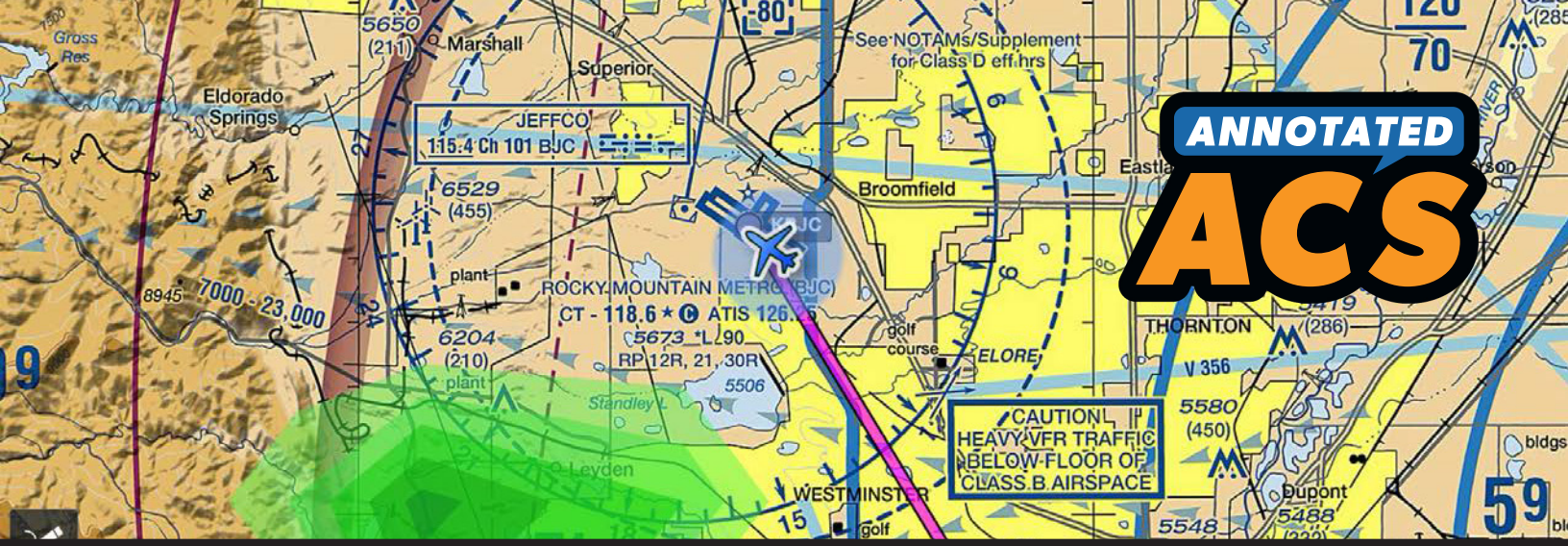
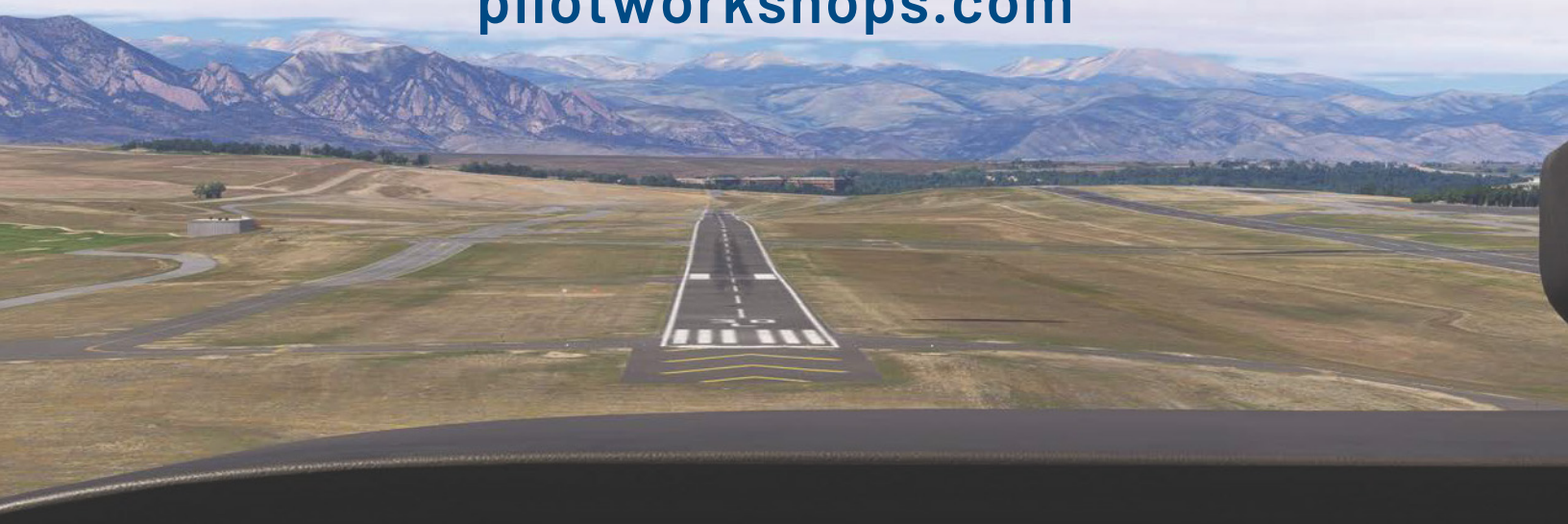


CHECKRIDE INSIGHTS

Private Pilot

The following are sample pages from this manual. Details on the complete manual are available at pilotworkshops.com



What Instructors, Check Airmen, and Examiners wish applicants knew to ace the FAA Practical Exam

PILOT WORKSHOPS

Task C. Weather Information

- **References:** 14 CFR part 91; AC 91-92; AIM; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25, FAA-H-8083-28 1
- **Objective:** To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with weather information for a flight under VFR.

Note: If K2 is selected, the evaluator must assess the applicant's knowledge of at least three sub-elements. If K3 is selected, the evaluator must assess the applicant's knowledge of at least three sub-elements. 2

- **Knowledge:** The applicant demonstrates understanding of:
- *PA.I.C.K1* Sources of weather data (e.g., National Weather Service, Flight Service) for flight planning purposes. 3

HOW IS THIS TESTED? *This task can be intimidating for anyone as few pilot candidates are also meteorologists. The key is having a systematic way of analyzing the weather, as described in several annotations here. It's also good to have a fallback answer of, "I'd call my CFI (or experienced pilot I know) to get their opinion."*

1 | Better Preparation Isn't Much More Reading

Pilot's Guide to a Preflight Briefing (AC 91-92) is, in my mind, one of the best advisory circulars the FAA ever wrote. It's only 20 pages long, yet it might be one in 20 applicants that has read it.

Be one of the few that has. *— Doug S. (DPE)*

2 | You Have Some Sway on Which Ones Are Picked

PA.I.C.K2 will almost certainly be picked as a knowledge area by the DPE, which means three sub-elements are required. Because many examiners will start by asking you to describe the weather, ensure you use at least three of the sub-elements in PA.I.C.K2a-g during your weather briefing. Feel free to use this time to incorporate other weather elements you're comfortable using, but no more might be required. *— Pete R. (DPE)*

3 | It's Your *Process* for Weather That Matters

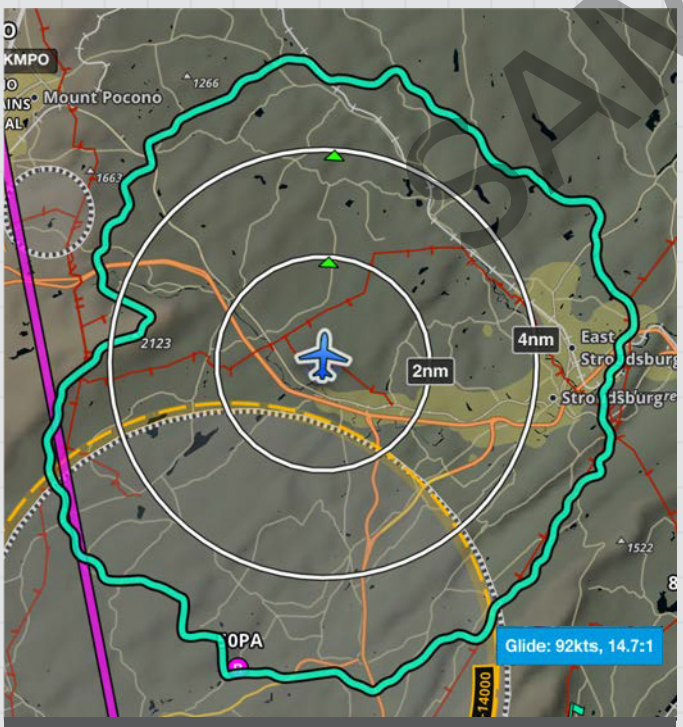
Having applicants walk me through their favorite weather products makes it clear if they know how to interpret the data and what to pay attention to within that product. You know you'll give a briefing on that day's weather for your ride, so note which parts within a product matter to that flight. Such as, which line of the TAF is relevant and how long ago it was published. Or that you can turn on and off different views to specifics like ceilings or surface winds (on an EFB or website). *— Sue T. (CFI)*

Typical question: "Tell me how you prepared weather wise for our trip today? What products did you utilize? Where else would you look if thunderstorms, strong winds, etc., might be an issue?" *— Wally Mo. (DPE)*

It's helpful to talk about trends. The weather may be questionable, but clearly improving and forecast to continue that way. That's much better than marginal, but forecast to deteriorate. —Jeff V. (CFI)

TASK D. CROSS-COUNTRY FLIGHT PLANNING (CONTINUED)

PA.I.D.K1a	a. Use of an electronic flight bag (EFB), if used 2
PA.I.D.K2	Altitude selection accounting for terrain and obstacles, glide distance of airplane, VFR cruising altitudes, and effect of wind. 3



With so many EFBs and GPS navigators offering glide range rings, it's essential to put in a slightly conservative number for glide ratio to allow for misconfiguration or imperfect technique for at least some of the glide. It's also important to know if the edge of the ring represents where the airplane will be at 1000' AGL or ground level. — PilotWorkshops

2 | Make Sure the Downloads Are Up-to-Date

According to the "applicant's checklist" in the back of the ACS, it is the applicant's decision to use paper or digital products, not the examiner's. — *Pete R. (DPE)*

I *will* ask you how you know the information on your EFB is up-to-date. — *David G. (DPE)*

3 | Determine the Altitude You Could Use *That Day*

The applicant briefed that indicated ceilings along the route would be 3500 feet MSL or less, but the applicant's navigation log indicated 5500 feet. Winds and other parameters for 5500 feet were used in the navigation log. When questioned, the conflict was not apparent to the applicant. Not integrating the day's weather into the proposed cross-country is more common than you might expect. Don't be that pilot. — *Bob N. (DPE)*.

I always assign a route with airspace, mountains, or some problem to discourage a straight-line GPS route. I'll always ask, "What's the lowest ceiling and visibility you would fly this trip?" Hopefully a discussion of PAVE and personal minimums ensues. — *David S. (DPE)*

One of the first questions I ask on a practical exam is "What altitude did you choose and why?" This question covers many of the areas in the ACS. It can go downhill when applicants plan their route through an MOA, restricted areas, etc., without checking the altitudes and active times of the airspace. Many can't find that information on their EFB.
The best advice is: Know how to use your EFB to get the same information that you could on a paper chart. — *Sarah R. (DPE)*

Know Your Real Glide Ratio

It's important to understand how aircraft configuration can affect glide distance. Most trainers only have flaps for configuration, but the examiner might still ask.
For example, the Piper Saratoga lists a glide ratio of roughly 10:1—but only with the gear up, flaps up, and a prop that has been pulled back to low RPM/high pitch. The emergency procedure for engine out does not specify pulling the prop lever back. It's in the amplified procedure, which one no one will consult during a true engine-out situation. — *Catherine C. (DPE)*

TASK D. CROSS-COUNTRY FLIGHT PLANNING (CONTINUED)

- *PA.I.D.K6* Inflight intercept procedures. 7

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with: 8

- *PA.I.D.R1* Pilot.
- *PA.I.D.R2* Aircraft.
- *PA.I.D.R3* Environment (e.g., weather, airports, airspace, terrain, obstacles).
- *PA.I.D.R4* External pressures.
- *PA.I.D.R5* Limitations of air traffic control (ATC) services.
- *PA.I.D.R6* Fuel planning. 9
- *PA.I.D.R7* Use of an electronic flight bag (EFB), if used.

7 | Don't Memorize This Stuff; Download It

Most EFBs have a binder feature to load your favorite cheat sheets and personal documents so you can find them with one tap. Many EFB apps have common ones—like intercept prodecures—premade for you.

But there are many others you can put in this binder, such as light gun signals, local airport procedures, or a passenger briefing checklist. Basically anything that's "know where to find quickly when needed" versus "know by heart." You can have "know by heart" ones in their own binder, too—just in case your heart forgets in the heat of the moment. — *Elaine K. (CFI)*

8 | Note that PAVE is Right Here in the ACS

At the start of the test, I ask the applicant if they have read the ACS. Typically they say, "Yes."

But when I ask them to identify the four main areas of risk associated with flight—which spell out PAVE in PA.I.D.R1-4—many applicants struggle. This is your place to shine by pointing out how **PAVE is right here in the ACS.**

In discussing the mitigation of risks associated with the Pilot, I want to hear about the use of a Flight Risk Assessment Tool (FRAT). For the Environment (the V in PAVE), I want to hear these five components: weather, airports, airspace, terrain, and obstacles. — *Doug S. (DPE)*

A major component of safe piloting is managing risk. Risk can be internal (e.g., pilot proficiency) or external (e.g., weather). One way to approach the identification and assessment of risk is to first identify and rank the internal risks and then the external. All risks are not created equal and (ideally) you should present the risks you have identified in descending order of priority and then articulate mitigations for each. — *David G. (DPE)*

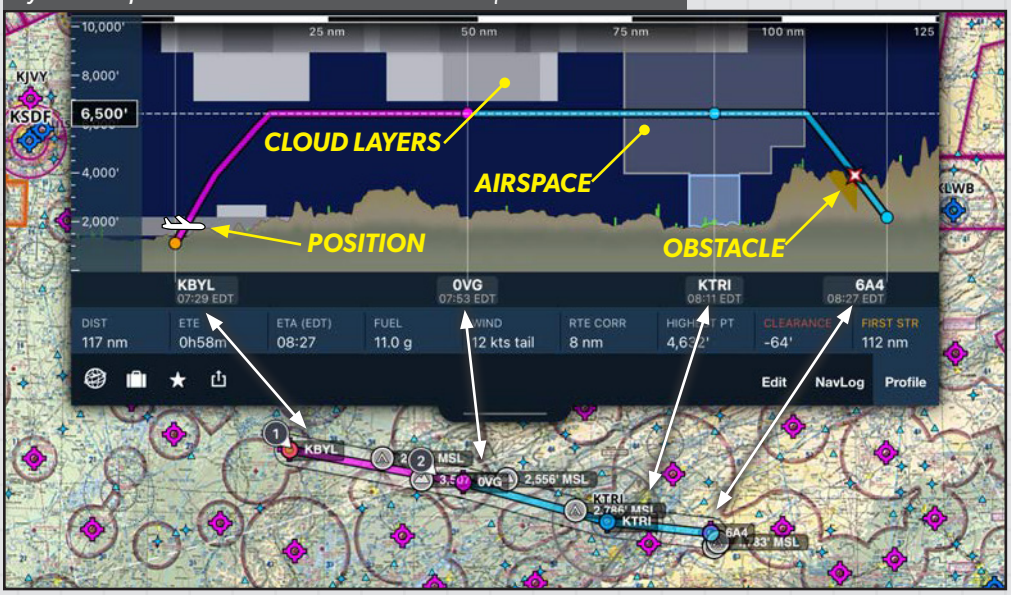
9 | Extra Fuel Covers What You Didn't Plan For

Take a practical approach to fuel planning. First, know how to use the charts in your POH and verify that your EFB numbers are reasonable.

Then ensure you have a buffer for the unexpected. If you're departing a busy, controlled field, your taxi time can be much longer than at a sleepy airport. Remember that your actual flight might require deviations around weather or get vectors from ATC. What if the tailwind isn't as strong as predicted? Or a plane lands gear-up right before you arrive and you must circle until it's cleared or deviate?

There are many reasons you might fly longer than you had anticipated. A good start until you have more experience is doubling (or, better yet, tripling) the required FAA fuel reserves. — *Catherine C. (DPE)*

If your EFB has a profile view, check that with your route in place and current weather to get a vertical picture of ceilings and airspace. You can also see the fuel and time requirements change as you experiment with different routes that might be longer but avoid airspace and keep you over friendlier terrain. — *PilotWorkshops*



Task G. Operation of Systems

References: FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-23, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with safe operation of systems on the airplane provided for the flight test.

Note: If K1 is selected, the evaluator must assess the applicant's knowledge of at least three sub-elements.

Knowledge: The applicant demonstrates understanding of:

PA.I.G.K1 Airplane systems, including: 1

PA.I.G.K1a a. Primary flight controls

PA.I.G.K1b b. Secondary flight controls 2

PA.I.G.K1c c. Powerplant and propeller 3

PA.I.G.K1d d. Landing gear

PA.I.G.K1e e. Fuel, oil, and hydraulic

HOW IS THIS TESTED? *Yes, you really are expected to understand your airplane systems far more thoroughly than the car you took to the airport. Electrical systems are the one people usually understand least. Reviewing even basic circuit theory is helpful. Make sure you know what instruments and aircraft functions are impaired or inoperative for a given failed part (such as an alternator). Expect scenarios about how you'd handle specific system failures.*

1 | You Can Explain it By the Book

Read and understand the POH description of all systems. When asked, feel free to pull out the POH and walk the examiner through the diagram or text. — *Wally Mo. (DPE)*

Ensure you know the systems for your aircraft as they are shown in the POH/AFM. Use any diagrams in the POH/AFM that may help you describe the system. If your POH/AFM does not have a specific system, use the Pilot's Handbook of Aeronautical Knowledge (PHAK) and the diagrams in there to assist you. — *Pete R. (DPE)*

2 | Systems Are Often Tested with Other Tasks

A good question that combines systems knowledge with other elements is: "The flaps are inoperative. Can we legally go flying?" Answering this requires understanding systems, regulations, and risk assessment. — *David S. (DPE)*

3 | Know the Engine Big Picture

The wrong way to start your answer about the engine is pressing your *Jeopardy!* buzzer and blurting out the powerplant's manufacturer, model number, displacement, and so on. That's all information that can be looked up when the airplane is in the shop and needs parts or maintenance. It's not important once you're in the pilot's seat.

What's important is you know the engine needs fuel, air, and spark to run. You must understand how those essentials get to the powerplant. That opens a discussion of *why* most of our airplanes have two of each critical component (e.g., magnetos, fuel pumps, alternate intake air, etc.). It lets me ask how you'd detect problems with those critical components or systems. — *Bruce W. (CFI)*

An applicant in a carbureted airplane did not understand what the carburetor did.
You don't need an engineer's understanding, but you should know the carburetor's (or fuel injector's) job is taking liquid fuel and atomizing it into a fine mist that can be burned. — *Bob N. (DPE)*

Expect Scenario Questions

I see a lot of this knowledge code showing errors on the written exam. But testing in the oral portion can really vary. I could ask a basic question about engine ignition all the way to a scenario where something is going wrong. That's all testing systems knowledge.
Systems is a task where application of knowledge is going to be tested by scenarios. That's a skill that improves with practice. — *Sarah R. (DPE)*

If You Use a Carb, Know How to Use Carb Heat

More and more CFIs have learned in airplanes with fuel-injected engines. If they end up teaching in airplanes with carbureted engines, they have little experience in operating them. As a result, their clients show up in an airplane with a carbureted engine without the requisite knowledge of when and how to apply carburetor heat. **Carb heat should go on prior to reducing power for a constant-speed descent.** Bonus points if you put on carb heat when I test your basic instrument skills in simulated IMC conditions. — *Doug S. (DPE)*

Task H. Human Factors

References: AIM; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25 1
Objective: To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with personal health, flight physiology, and aeromedical and human factors related to safety of flight.

Knowledge: The applicant demonstrates understanding of:

PA.I.H.K1 Symptoms, recognition, causes, effects, and corrective actions associated with aeromedical and physiological issues, including:

PA.I.H.K1a a. Hypoxia 2
PA.I.H.K1b b. Hyperventilation 3
PA.I.H.K1c c. Middle ear and sinus problems
PA.I.H.K1d d. Spatial disorientation 4

HOW IS THIS TESTED? *Similar to aircraft systems, this is a review of the human systems that may be functioning abnormally, or encounter an emergency, in flight. You must know what's normal, what the indications of abnormal are, and remedies that allow you to safely get on the ground. It's not clearly said in the FAA text, but this task is about physical and stress hazards for the pilot and any passengers. Be prepared to address both.*

You can earn real bonus points if you show up with a digital CO detector and pulse oximeter. Just ensure you know how to use them. — Jeff V. (CFI)

1 | Human Systems Interact with Aircraft Systems

Use all the references here to study, including the AIM section on Human Factors. Ensure you can diagnose a symptom, provide a solution for you and your passengers, as well as provide significant detail on how you would end the flight. Many of the scenarios will also test your knowledge of systems and equipment malfunctions. — *Pete R. (DPE)*

2 | Symptoms Are Less Important than What To Do

When the topic comes up, I hear a lot of high-level medical terms thrown about (various types of hypoxia, etc.). What I really want is a practical approach. Know the signs and what measures a pilot might take to mitigate problems.
I always thought of myself as resistant to the effects of high-altitude flight until I started supplementing my own O_2 well below the mandated altitudes. I was amazed how much better I felt. — *Catherine C. (DPE)*

I'm definitely with Catherine on this. I can't remember all the fancy Greek (or is it Latin?) terms for the various causes of hypoxia.
More important is understanding situations that lead to the condition in a typical GA airplane (flying at high altitude, CO from a leaking exhaust), how to recognize the onset if it occurs, the steps you can take to deal with the situation, and what you can do to avoid it in the first place. — *Bruce W. (CFI)*

Discuss the Early, Small Symptoms

When discussing hypoxia, the applicant said that hypoxia was caused by a lack of oxygen and would cause suffocation.
I was looking for an answer indicating that impaired judgment would be a likely hazard, and occur even at altitudes that would not cause suffocation. — *Bob N. (DPE)*

3 | Hand Me That Paper Bag

This is a commonly missed question on oral exams. A lot of people just don't know how to respond to passengers hyperventilating, or what causes it. Do a quick internet search before your checkride. It'll give you what you need to know, and then you can move on. — *Sarah R. (DPE)*

4 | Try This at Home (With Your CFI)

I love to have my students shut their eyes while I fly a constant rate 360° circle to the left. I have them keep their eyes closed as I return to straight-and-level flight. I ask what the airplane is doing without opening their eyes. They always say it is in a descending turn to the right. I then ask them to open their eyes, and chuckle with their exclamations of disbelief when they see that the airplane is flying straight and level.
Obviously, I can't do this on practical exams, but students who have had this experience have no trouble explaining spatial disorientation. Get that experience with a CFI before your checkride. — *Doug S. (DPE)*

Task B. Flight Deck Management

- **References:** 14 CFR part 91; AC 120-71; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM
- **Objective:** To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with flight deck management practices.

Note: See Appendix 2: Safety of Flight.

Knowledge: The applicant demonstrates understanding of:

- *PA.II.B.K1* Passenger briefing requirements, including operation and required use of safety restraint systems. 1
- *PA.II.B.K2* Use of appropriate checklists. 1
- *PA.II.B.K3* Requirements for current and appropriate navigation data. 2
- *PA.II.B.K4* Securing items and cargo.

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

- *PA.II.B.R1* Use of systems or equipment, including automation and portable electronic devices.
- *PA.II.B.R2* Inoperative equipment. 3
- *PA.II.B.R3* Passenger distractions. 4

Passenger SAFETY Briefing

	belts fastened for taxi, takeoff, landing **Shoulder nesses** fastened for takeoff, landing **Seat** position adjusted and ed in place
	ents (location and operation) **All ronmental** controls (discussed) **Action** in of any passenger discomfort
F	**Fire extinguisher** (location and operation)
	doors (how to secure; how to open) **rgency evacuation** plan
	Emergency/survival kit (location and contents)
T	**Traÿ c** (scanning, spotting, notifying pilot) **Talking** ("sterile cockpit" expectations)
Y	**Your questions?** (Speak up!)

HOW IS THIS TESTED? *This isn't a common failure area, but it is an opportunity to establish what kind of pilot you will be. Take your time setting up the cabin as you want it and establishing that you are in command of this flight.*

1 | Your Examiner Is a Passenger

Treat your examiner like a passenger and provide a briefing based on 91.519. If you like mnemonics, try SAFETY. That's: Seats/Seat Belts, Air vents, Fire extinguishers (where, or not equipped), Exit/Emergencies, Talking (when to refrain), and Your (the passenger's) questions.

DPEs have said they appreciate it. And, no, they didn't ask extra or tricky questions or act like a difficult passenger. — *Elaine K. (CFI)*

Use a Briefing Checklist

Your school should have a checklist for passenger briefing. Use it. Make sure you physically demonstrate the key items, like opening the doors, securing a seatbelt, etc. Consider making a script you can literally read out if you find you get nervous or tongue tied. "These are the safety features of this Cessna 172 airplane. It has two doors. To open them, you …" — *David G. (DPE)*

And Tell the DPE to Stay Off the Flight Controls

I rarely hear in a passenger brief to keep my hands and feet off of the controls. That's probably because it's omitted from most published passenger briefing checklists. — *Doug S. (DPE)*

I agree with Doug. Many passenger briefs miss, "Don't handle the controls please."

Remember that an examiner preflight brief is required. This is also a good time to lay out expectations and standards. I'll tell applicants, "If I touch the controls, except for when you are putting on the hood, we're probably having a bad day." — *David S. (DPE)*

2 | Have Current Databases

If the applicant is using an EFB for navigation data, I check to ensure that the database is current. The same goes for the GPS database. That's even though I won't allow the GPS position to be visible to the pilot on the pilotage and dead-reckoning task elements. — *Doug S. (DPE)*

3 | INOP Questions Can Appear Anytime

I'll ask whether the pilot can fly or not with specific equipment being inoperative when we're at the airplane. This is an important topic in my opinion, and I like to do it in context of this specific flight. — *Sarah R. (DPE)*

4 | Feel Free to Tell the DPE to Be Quiet

Candidates may give me the sterile cockpit spiel, but I *always* chat them up with topics all over the map. It's a more realistic distraction than dropping a pen. Most candidates keep up the conversation and, in turn, increase their workload.

One candidate actually told me to "shut up." In the debrief, I gave him kudos for this. — *Catherine C. (DPE)*

Task C. Engine Starting

- **References:** FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM
- **Objective:** To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with recommended engine starting procedures.

Knowledge: The applicant demonstrates understanding of:

- *PA.II.C.K1* Starting under various conditions. 1
- *PA.II.C.K2* Starting the engine(s) by use of external power. 2
- *PA.II.C.K3* Limitations associated with starting.
- *PA.II.C.K4* Conditions leading to and procedures for an aborted start.

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

- *PA.II.C.R1* Propeller safety. 3

Skills: The applicant exhibits the skill to:

- *PA.II.C.S1* Position the airplane properly considering structures, other aircraft, wind, and the safety of nearby persons and property. 4
- *PA.II.C.S2* Complete the appropriate checklist(s). 5

HOW IS THIS TESTED? *Like Tasks A and B in this area, engine starting is a continuation of preflight. Take your time and rely heavily on your checklists.*

A good practice is to look left, forward, and right, calling out each area as visually clear as you check. Then also shout, "Clear!" before engaging the starter. — PilotWorkshops

1 | Always Clear the Area and Shout a Warning

In my preflight discussions with a candidate, I always mention the importance of clearing the area—on the ground as well as in the air.

One candidate told me that he wasn't going to yell, "Clear," since no one else was around. My dumbfounded expression must have changed his mind.

I told him later that I yell, "Clear," every time I start the airplane. You're shouting to alert the people you *don't* see as well as any you do. I've seen too many pilots start up airplanes without doing so. That includes once when I had my back to an airplane at a pancake breakfast as I held my two-year old son's hand. The memory still gives me chills. *— Catherine C. (DPE)*

I want to see the applicant look not only in front, but to the sides, and *behind* the airplane. Too often, I see applicants who pay no attention to who or what is behind the airplane prior to starting. *— Doug S. (DPE)*

2 | Look Up the Abnormal (and Unusual) If Asked

This is unlikely to come up on a checkride, but if it does remember that starting the airplane using external power is an abnormal procedure.

Don't do it from memory if the POH has a procedure for it. Go to the POH and methodically follow it. Don't forget to brief safety procedures for the line personal with the start cart, including propeller awareness, signals to disconnect, the path they will take to move away from the airplane, and how to secure the external power access door if required. *— Name Withheld (DPE)*

3 | You Will Be Asked About Propeller Safety

The ACS requires at least one knowledge and at least one risk element to be tested (as well as all of the skill elements). This task only has one risk element, so it must be tested on some level.

Be prepared to talk about and demonstrate propeller safety. You might even be asked about procedures for hand propping, if it's appropriate for your airplane. *— Name Withheld (DPE)*

I often get into propeller safety by asking about the magneto check done on run-up and how it works. If people don't understand that the mag switch grounds the magneto (they often don't) then they don't understand why the mags stay hot when it fails. The ground is through a small white wire that can easily break.

That failure mode is correct for flight safety (i.e., you don't want the mag to stop working in the air if the wire breaks) but is an issue on the ground. *— David S. (DPE)*

4 | Think Before You Start

The airplane was parked directly in front of the terminal. The applicant started the engine and began the runup right there with people and airplanes nearby. This was an instant disapproval.

There's a reason we clear the area before engine start. Take it seriously every time. *— Wally M (DPE)*

Task D. Taxiing

References: AC 91-73; AIM; Chart Supplements; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM 1

Objective: To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with taxi operations, including runway incursion avoidance.

Knowledge: The applicant demonstrates understanding of:

PA.II.D.K1 Current airport aeronautical references and information resources such as the Chart Supplement, airport diagram, and Notices to Air Missions (NOTAMs).

PA.II.D.K2 Taxi instructions/clearances.

PA.II.D.K3 Airport markings, signs, and lights.

PA.II.D.K4 Visual indicators for wind.

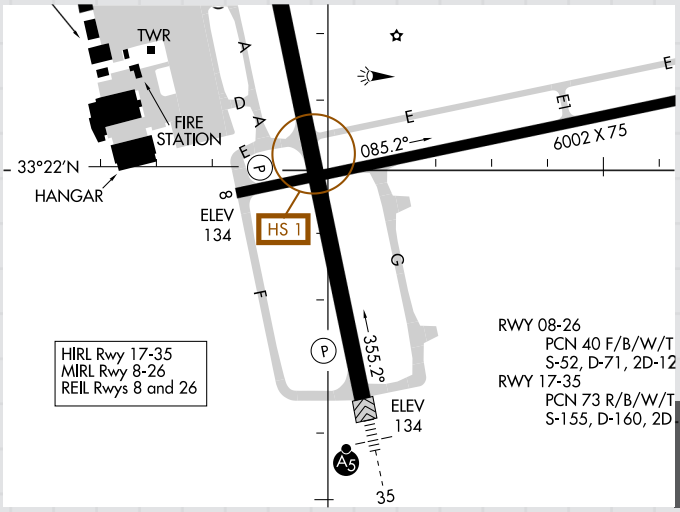
PA.II.D.K5 Aircraft lighting, as appropriate.

PA.II.D.K6 Procedures for: *PA.II.D.K6a* a. Appropriate flight deck activities prior to taxi, including route planning and identifying the location of Hot Spots 2 *PA.II.D.K6b* b. Radio communications at towered and nontowered airports 3 *PA.II.D.K6c* c. Entering or crossing runways

PA.II.D.K6d d. Night taxi operations

PA.II.D.K6e e. Low visibility taxi operations

HOW IS THIS TESTED? *You're most likely familiar with the taxi route at the beginning of your test, but you can demonstrate the thinking that's tested here by saying to your examiner, "If I was new to this airport, I'd start with the taxi diagram. We're here ..." and then briefing the route you'll take and anything that might be of concern. Then focus on the taxi and communications (if appropriate) until you're stopped in the runup area.*



1 | Stop Before Tapping Screens or Turning Knobs

It's a rare pilot who has ever heard of this AC 91-73 *Parts 91 and 135 Single Pilot, Flight School Procedures During Taxi Operations*. But the big emphasis in it is the importance of being eyes outside during ground operations. Save tasks, such as setting up avionics, for the times when you're stopped, such as before taxi or in the runup area. *— Bruce W. (CFI)*

2 | Study and Annotate the Taxi Diagrams

I always ask candidates what a hot spot is and what actions will they take when there is a charted hotspot on their taxi route. My home airport has two hotspots on the most common taxi route, and when I test students who fly out of my airport, I get good answers to this question. However, I have yet to have a candidate based at the smaller adjacent airports that could provide a comprehensive answer.

Hotspots are where accidents happen. Know how to identify and have ideas to mitigate the risks. This could be marking your taxi chart, even on an EFB where the hotspot is shown. It could be planning to pause there at a nontowered airport. If it's a potentially active runway, be sure you know where and how you might enter it accidentally. *— David G. (DPE)*

Although some panels have Garmin SafeTaxi charts and EFBs let you zoom in on a moving map to show the airport layout. I still recommend displaying the official airport diagram on your EFB. Preferably an annotated version that shows the location of the FBO/fuel pumps, etc., and taxiways/intersections closed by NOTAM or heard on the ATIS at a towered airport.

If possible, call the ATIS/AWOS on your phone before you even pull the airplane out of the tiedowns. You can listen to, absorb, and take note of key information without distractions and without the Hobbs ticking over. *— Bruce W. (CFI)*

3 | There's No Need For Turn-By-Turn Details

It seems we've gone overboard at nontowered airports. I once heard an aircraft say they were taxiing from the north ramp by the flight school hangars, going to taxiway Alpha, then right on Delta, left on Charlie, and Foxtrot to Runway 7. How is that helpful to other pilots?

I've also heard of examiners failing a student for not pulling out a taxi chart before taxiing 200 feet to the runway end at their home airport, where there is no possible confusion about the lone taxiway.

The word "appropriate" from flight deck activities should apply to radio communications as well. *— Name Withheld (DPE)*

Hotspots are places where pilots have made mistakes before that led to runway incursions or other issues. You'll find them on some airport diagrams. — PilotWorkshops

TASK B. TRAFFIC PATTERNS (CONTINUED)

Skills: The applicant exhibits the skill to: 3

PA.III.B.S1 Identify and interpret airport/seaplane base runways, taxiways, markings, signs, and lighting.

PA.III.B.S2 Comply with recommended traffic pattern procedures. 4

PA.III.B.S3 Correct for wind drift to maintain the proper ground track. 5

PA.III.B.S4 Maintain orientation with the runway/landing area in use.

PA.III.B.S5 Maintain traffic pattern altitude, ±100 feet, and the appropriate airspeed, ±10 knots.

PA.III.B.S6 Maintain situational awareness and proper spacing from other aircraft in the traffic pattern. 6

3 | Chair Fly Patterns for Every Nearby Airport

Traffic pattern issues too often result in a bust. Try to land at as many airports in your area as possible during training. Study the airports along your assigned cross-country as you know you are going to get a diversion at some point.

Be sure to check left or right traffic, and use Google Earth or similar at home as you review the airport information. Practice imaginary pattern entries from various directions using that satellite view. *— Wally Mo. (DPE)*

4 | Fly by the Book, Do the Math

AC 90-66 and the AFH show how to enter a pattern. Follow these procedures. Also do the math for actually entering on a 45° entry. If you are entering the left downwind for Runway 18, that's 360-45=315°, or a heading of 315 to enter on the 45. *— Pete R. (DPE)*

5 | Traffic Patterns Are Rectangular Courses

If there is a crosswind, make sure you adjust the downwind to maintain a track parallel to the runway—especially if the wind is pushing you towards the runway. If you allow the base leg to get short, you'll usually end up overshooting the base-to-final turn. This will destabilize your approach and make your landing more difficult than it had to be, or force a go-around. *— David G. (DPE)*

Few DPEs have an applicant fly a rectangular pattern away from the airport, because the applicant must fly a good rectangular traffic pattern.

Apply the knowledge about bank angles and headings gained from flying rectangular patterns and apply that in the pattern. I don't have words to describe the geometric shapes of some of the patterns I witness on a practical test. *— Doug S. (DPE)*

6 | Check for Aircraft on Long Straight-Ins

There is no place during the test where I want to see the applicant looking outside for traffic more than in the traffic pattern. Sure, you have a high workload and are worried about the landing. But spend a few seconds at least whenever you turn from one leg of the traffic pattern to the next, looking for traffic on that leg or joining from an extended leg (even at towered airports).

That's most important just before turning final. Repeated failure to check for traffic approaching you on extended final will lead to a failure. *— Doug S. (DPE)*

ELEMENTS REPEATED WITHIN THIS AREA OF OPERATION (CONTINUED)

A C E	Position the flight controls for the existing wind, if applicable. 7
A C E	Clear the area, taxi into takeoff position ...
A C E N	Maintain directional control and proper wind-drift correction throughout takeoff and climb. 8
A C E N	Maintain V_X or V_Y, as appropriate, +10/-5 knots to a safe maneuvering altitude.
A C E	Configure the airplane in accordance with the manufacturer's guidance ...
A C E	Comply with noise abatement procedures, as applicable.
D F	Scan the landing runway and adjoining area for traffic and obstructions.
B D F M	Select ... a suitable touchdown point considering the wind conditions, landing surface, and obstructions.

Crosswind takeoffs and landings are the least understood and the least practiced skills most applicants demonstrate. No one would go forward with the checkride if there was significant crosswind, so we seldom see skill in this area. You can be a real standout if you demonstrate honest competency in this area—and you won't worry about rescheduling your ride if it's just a bit windy. — Wally Mo. (DPE)

7 | Too Much Crosswind Correction Beats None At All

When I ask how to handle today's crosswind during the ground portion, I often hear, "I'll deflect ailerons fully into the wind and slowly relax much of it during the takeoff roll." I think, "Great!"

My heart sinks when I see the departure commence with neutral ailerons. The CFI has been letting them get away with sloppy takeoffs without crosswind corrections.

CFIs, please help your candidates adjust for even light crosswinds and they'll remember it during the times it really matters. And applicants: **Start every takeoff roll with crosswind correction in.** If it's too much, it's easy to remove the correction as the takeoff roll commences. In fact, you always have to remove some correction because the control surfaces become more effective as airspeed increases. *— Catherine C. (DPE)*

I often witness an applicant take off without any wind correction—even with a windsock in clear view from the cockpit showing a crosswind. It's rarely a disapproval, but it certainly doesn't demonstrate the awareness of wind I'm looking for. *— Doug S. (DPE)*

Most applicants are unaware of any crosswind. Even many of those who position the yoke for a bit of aileron into the crosswind, allow the ailerons to drift back to neutral before they reach full power. The result is an upwind wing that rises first and an applicant who flails about until we get into a climb.

You can **do better by always holding crosswind corrections steady until power is applied and the airplane is accelerating**. Then remove the corrective aileron as necessary. *— Wally Mo. (DPE)*

8 | Hold Your Pitch During Flap Retraction

Do not make the mistake of pitching down to increase airspeed prior to raising the flaps. This will lead to a descent during climb out, negating your climb calculations.

Maintain your pitch attitude as speed builds through the speed where you want flap retraction. Hold that pitch as you retract the flaps. Be patient. You'll notice that once the flaps are retracted, airspeed will build to the next climb speed without an unwanted (if momentary) descent. *— Pete R. (DPE)*

Freeze That Yaw Axis with Rudder

Left-turning tendency is one of my pet peeves. We lump the sources all together and thoroughly confuse people in the process.

On climbout, you just have P-factor and maybe a tiny bit of slipstream effect. *— Name Withheld (DPE)*

Flying in a side slip (some aileron input in one direction and opposite rudder) is a common error on climbout. It's often due to putting the right wing down instead of using rudder to correct for left-turning tendencies.

One excellent way to verify you're *not* doing this is to verify there is equal distance between the bottom of the wing and the horizon for both wings if you're flying a high-wing airplane. In a low-wing, it's equal distance between the horizon and the top of each wing. That's what you should see on climbout. *— Wally Mo. (DPE)*

Task N. Go-Around/Rejected Landing

References: AIM; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-23, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant exhibits satisfactory kn

go-around/rejected landing with emphasis on factors that contribute to landing conditions that may require a go-around. 1

Knowledge: The applicant demonstrates understanding of:

PA.IV.N.K1 A stabilized approach, including energy management concepts.

PA.IV.N.K2 Effects of atmospheric conditions, including wind and density altitude, on a go-around or rejected landing.

PA.IV.N.K3 Wind correction techniques on takeoff/departure and approach/landing.

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

PA.IV.N.R1 Delayed recognition of the need for a go-around/rejected landing.

PA.IV.N.R2 Delayed performance of a go-around at low altitude.

PA.IV.N.R3 Power application.

PA.IV.N.R4 Configuring the airplane.

PA.IV.N.R5 Collision hazards.

PA.IV.N.R6 Low altitude maneuvering, including stall, spin, or controlled flight into terrain (CFIT). 2

PA.IV.N.R7 Distractions, task prioritization, loss of situational awareness, or disorientation.

PA.IV.N.R8 Runway incursion.

PA.IV.N.R9 Managing a go-around/rejected landing after accepting a LAHSO clearance.

Skills: The applicant exhibits the skill to:

PA.IV.N.S1 Complete the appropriate checklist(s). 3

PA.IV.N.S2 Make radio calls as appropriate. 4

PA.IV.N.S3 Make a timely decision to discontinue the approach to landing.

PA.IV.N.S4 Apply takeoff power immediately and transition to climb pitch attitude for V_X or V_Y as appropriate +10/-5 knots. 5

PA.IV.N.S5 Configure the airplane after a positive rate of climb has been verified or in accordance with airplane manufacturer's instructions.

PA.IV.N.S6 Maneuver to the side of the runway/landing area when necessary to clear and avoid conflicting traffic.

HOW IS THIS TESTED? *There are really two parts to this task: Do you execute a go-around when it's appropriate? That may happen during demonstrations of other landings, and that's fine. It's exactly what needs to be shown. The other part is conducting the go-around safely. Note the priorities (and pitfalls) shown below.*

1 | This Task May Take Care of Itself

During my preflight briefing I reminded applicants that they were free to go around anytime they felt it appropriate.

Since a go-around is a required maneuver on the test, if I get one for free sometime during the flight I won't have to ask for one later. — *Wally Mo. (DPE)*

2 | The Task to Rule All Tasks

Loss of Control Inflight (LOC-I) is the number one cause of fatal accidents in GA. Understanding the causes of LOC-I accidents isn't just important to pass your private pilot flight test, it could save your life. There is excellent guidance material from the FAA, AOPA, and other sources that should be reviewed and understood. — *Bruce W. (CFI)*

3 | Climb First; Checklists Happen After That

When executing a go-around, the most important thing to remember is to get away from the ground. Follow the classic priorities of: Aviate, Navigate, Communicate. — *David S. (DPE)*

4 | The Radio Can Also Happen Later

Take your time executing the go around. The ACS says "apply takeoff power immediately" (Element S4). That is the first step.

The least important step is to announce on the radio. The radio work can come after you're climbing and reconfigured. — *Wally Mo. (DPE)*

5 | Immediate Doesn't Mean Abrupt

Although you must apply full power, that doesn't mean you should jam the throttle in. That's especially important in aircraft with high-performance engines.

You're transitioning from an approach at idle power, with full flaps, and nearly full nose-up trim. You might be at the POH-recommended short-field airspeed. Sudden power application is a recipe for loss of control.

Apply power smoothly, but positively, while you ensure that you're countering the left-turning tendencies with rudder. A go-around needn't be a rushed maneuver. — *Bruce W. (CFI)*

Area of Operation V. Performance Maneuvers and Ground Reference Maneuvers

O Elements repeated within this Area of Operation

Risk Management (PA.V.)

A B	Division of attention between aircraft control and orientation.
A B	Collision hazards.
A B	Low altitude maneuvering, including stall, spin, or controlled flight into terrain (CFIT).
A B	Distractions, task prioritization, loss of situational awareness, or disorientation. 1
A B	Uncoordinated flight.

Skills (PA.V.)

A B	Clear the area. 2

1 | Breathe and Review Before Acting

When asked to do any maneuver, if at all possible take 10 seconds and mentally run through the actions you will perform before commencing the maneuver. — *David G. (DPE)*

And Then Follow a Calm, Purposeful Flow

For any maneuver, you can follow the Aviate, Navigate, and Communicate sequence when setting up. Complete (and verbalize) the appropriate pre-maneuver cockpit flow and checklist. Next, proceed toward the area where you intend to fly the maneuver(s). As you head toward that area, survey your surroundings, looking for suitable emergency landing locations and references. As you approach the maneuver area, confirm that you're set up (altitude, speed, configuration) and then complete turns needed to clear the area. Finally, announce your intentions—as much as a reminder to yourself as a comment to the examiner. — *Bruce W. (CFI)*

2 | It's the Clearing That Matters, Not the Turn

I tell applicants I will refund their test fee if they can show me where the ACS says you have to do "clearing turns." The ACS says you must "Clear the area." Any applicant who does turns but repeatedly fails to *look* in the direction they will be turning might receive a disapproval. — *Doug S. (DPE)*

Don't forget to clear in the direction you are going to turn before you start the turn (or no later than as you start the roll).
Sitting in the right seat, I expected to get a good look at the applicant's face or the back of their head before we started. If I didn't, I was on the watch for clearing the rest of the test. I would forgive failure to clear one time, due to tension, but only once.
I have never heard of a pilot failing a test for excessive clearing—but many have gotten pink slips for failing to clear. Bore your examiner to death with clearing the area. We love it! — *Wally Mo. (DPE)*

Keep a good lookout! If you don't look before you maneuver, you fail. I have had several flight test failures for this. — *David G. (DPE)*

I could go on about this one. I see candidates say, "Now I'm going to clear the area," and then commence a clearing turn without looking first. Some would even do this before completing the rest of the pre-maneuver checklist (which can sometimes take several minutes)—and then begin the steep turn without clearing again.
I've had candidates ask me if I want the area cleared again before another maneuver ... and my heart sinks. I say something like, "Well, if you think it might not be clear, then it's time to look."
If you're clearing the area because you think you'll fail a ride for not doing it, you're missing the point. Contrarily, if you're continuing to look around during maneuvers, you are possibly clearing for the next maneuver. I'd prefer a less-than-perfect steep turn if it's because the candidate was continuing to search the area for traffic. — *Catherine C. (DPE)*

Use the "Triad of Clearing" During Maneuvers

1. Look at your point
2. Look out front to clear and pick points ahead of you to fly to (connect the dots)
3. Check your altitude and airspeed
4. Repeat

— *Pete R. (DPE)*

A quick glance at a traffic display is a great step before turns to clear the area, but it's not a substitute for actual turns while looking outside. — Jeff V. (CFI)

Task D. Turns to Headings

- **References:** FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-15, FAA-H-8083-25
- **Objective:** To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with attitude instrument flying during turns to headings solely by reference to instruments.

- **Knowledge:** The applicant demonstrates understanding of:
  - *PA.VIII.D.K1* Flight instruments as they relate to:
    - *PA.VIII.D.K1a* a. Instrument limitations and potential errors
    - *PA.VIII.D.K1b* b. Indication of the aircraft attitude
    - *PA.VIII.D.K1c* c. Function and operation
    - *PA.VIII.D.K1d* d. Proper instrument cross-check techniques

---

- **Risk Management:** The applicant is able to identify, assess, and mitigate risk associated with:
  - *PA.VIII.D.R1* Instrument flying hazards, including failure to maintain visual flight rules (VFR), spatial disorientation, loss of control, fatigue, stress, and emergency off airport landings.
  - *PA.VIII.D.R2* When to seek assistance or declare an emergency in a deteriorating situation.
  - *PA.VIII.D.R3* Collision hazards.
  - *PA.VIII.D.R4* Distractions, task prioritization, loss of situational awareness, or disorientation.
  - *PA.VIII.D.R5* Fixation and omission. O
  - *PA.VIII.D.R6* Instrument Interpretation.
  - *PA.VIII.D.R7* Control application solely by reference to instruments. O
  - *PA.VIII.D.R8* Trimming the aircraft. O

- **Skills:** The applicant exhibits the skill to:
  - *PA.VIII.D.S1* Turn to headings, maintain altitude ±200 feet, maintain a standard rate turn, roll out on the assigned heading ±10°, and maintain airspeed ±10 knots. 1

HOW IS THIS TESTED? *This is where many non-instrument rated pilots get into trouble. Shallow turns are your friend. Be prepared to combine a shallow turn with a climb or descent.*

1 | Shallow Turns Beat Standard Rate

Keep bank angle 10°-15°—and no more! *— Wally Mo. (DPE)*

Instrument students learn to turn at a standard rate, which means a steeper bank angle at higher airspeeds. For a typical trainer at cruise speeds, this is a 12°–15° bank. You don't care about standard rate on this test. You care about aircraft control never being in doubt. You can make your turns at less than standard rate. *— Bruce W. (CFI)*

The AFH states: "When a turn is to be made, the pilot should anticipate and cope with the relative instability of the roll axis. The smallest practical bank angle should be used—in any case no more than 10°." *— Doug S. (DPE)*

Instrument students learn to start leveling the wings before they reach the target heading so they don't overshoot their target heading. The steeper the bank, the faster the turn, and the more lead required. Shallower banks mean slower turns, so you need little (or essentially no) lead to roll the wings back to level and stop a turn without overshooting. Less bank is also less loss of lift and a smaller chance of descending too much during the turn. *— Jeff V. (CFI)*

Control Heading Independently of Altitude

If you must demonstrate both turns to a heading, and a climb or descent, control them independently. Adjust your bank with ailerons as needed to get the bank needed for the slow turn you want, or to roll out. Adjust your climb or descent rate with only throttle and no change in trim or elevator pressure. Fixing small descents in a level turn with just a tiny bit of power is also usually a better choice than a bit of back pressure. Let the trim be your friend for vertical control while you focus on the heading change. *— Jeff V. (CFI)*

If you have a heading bug, twist it to the target heading before you start the turn. You will have a constant visual reminder where you're supposed to stop the turn and can lead the turnout by about the width of that bug in most light training airplanes. — PilotWorkshops

Task A. Emergency Descent

References: FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with emergency descent. 1

Note: See Appendix 2: Safety of Flight.

Knowledge: The applicant demonstrates understanding of:

PA.IX.A.K1 Situations that would require an emergency descent (e.g., depressurization, smoke, or engine fire). 2

PA.IX.A.K2 Immediate action items and emergency procedures.

PA.IX.A.K3 Airspeed, including airspeed limitations.

PA.IX.A.K4 Aircraft performance and limitations.

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

PA.IX.A.R1 Altitude, wind, terrain, obstructions, gliding distance, and available landing distance considerations.

PA.IX.A.R2 Collision hazards.

PA.IX.A.R3 Configuring the airplane.

PA.IX.A.R4 Distractions, task prioritization, loss of situational awareness, or disorientation.

Skills: The applicant exhibits the skill to:

PA.IX.A.S1 Clear the area.

PA.IX.A.S2 Establish and maintain the appropriate airspeed and configuration appropriate to the scenario specified by the evaluator and as covered in Pilot's Operating Handbook (POH)/Airplane Flight Manual (AFM) for the emergency descent. 3

PA.IX.A.S3 Maintain orientation, divide attention appropriately, and plan and execute a smooth recovery.

PA.IX.A.S4 Use bank angle between 30° and 45° to maintain positive load factors during the descent. 4

PA.IX.A.S5 Maintain appropriate airspeed +0/-10 knots, and level off at a specified altitude ±100 feet.

PA.IX.A.S6 Complete the appropriate checklist(s).

PA.IX.A.S7 Make radio calls as appropriate.

PA.IX.A.S8 Use single-pilot resource management (SRM) or crew resource management (CRM), as appropriate.

HOW IS THIS TESTED? *While this isn't a difficult maneuver, it is an intense one with standards you must meet. The DPE wants to see prompt action, confident aircraft control, and meeting all the standards required. That takes practice for proficiency and low anxiety.*

1 | Don't Let This One Get Shortchanged

This is the forgotten task in the ACS. Many times it's clear that the candidate has either never done one, or practiced it just once. — *Catherine C. (DPE)*

2 | More Uses Than Fire; Not Always for Fire

The emergency descent is not the same as a simulated engine-failure where best glide is appropriate. An emergency descent is for getting down on the ground and out of this airplane ASAP. — *Bruce W. (CFI)*

Emergency Descent isn't just for inflight fire. It can be used to get through a hole in clouds beneath you if you're trapped on top. Maybe you have a passenger who's choking on a candy. Maybe you need to get down and out of the plane because of food poisoning.

And note that some POH guidance for engine fires say to secure the engine first. If the fire goes out, you now have a power-out forced landing. If it doesn't, some POHs say to dive straight ahead to put out the flames—not the turning descent that's part of this task.

Also remember that with a real fire, it may seem extinguished at high speed ... only to reignite when you slow to land. — *Pete R. (DPE)*

3 | Know Any Book Procedure; Adapt as Needed

Know the published procedure if your aircraft has one. Many don't, so you may need to create a procedure. Have this done prior to the test. — *Wally Mo. (DPE)*

Too few POHs offer viable guidance on emergency descents. Some Cessna POHs recommend "accelerating to 105 KIAS" to "blow out the fire." If you're cruising at 110 KIAS, is slowing down the right action? Of course not.

I've found the highest safe rate of descent is dependent upon the airplane. For the PA-28s, my experience is to deploy full flaps, and push to the top of the white arc (V_{fe}), while applying a maximum forward slip to blow the flames away from the cockpit. This will peg the VSI in a descent.

In Skyhawks, keeping flaps *retracted* and pitching down to the top of the green arc (V_{no}) with a maximum forward slip seems to yield the highest rate of descent.

The rapid descent requires leveling off much sooner than a normal descent. This takes practice to stop at a specified altitude. Practice it before your checkride.

My greatest fear is an in-flight fire, and for good reason. Be sure you actually understand and have practiced this maneuver in every plane you fly. — *Doug S. (DPE)*

4 | Load Factor Increases Descent Rate

I find that many applicants fail to bank the airplane. They just dive straight ahead. Banking is on the test. And you will descend faster when banked. — *Doug S. (DPE)*

Area of Operation XII. Postflight Procedures

Task A. After Landing, Parking, and Securing

References: FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant exhibits satisfactory knowledge, risk management, and skills associated with after landing, parking, and securing procedures.

Knowledge: The applicant demonstrates understanding of:

PA.XII.A.K1 Airplane shutdown, securing, and postflight inspection.

PA.XII.A.K2 Documenting in-flight/postflight discrepancies.

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

PA.XII.A.R1 Activities and distractions.

PA.XII.A.R2 [Archived]

PA.XII.A.R3 Airport specific security procedures.

PA.XII.A.R4 Disembarking passengers safely on the ramp and monitoring passenger movement while on the ramp.

Skills: The applicant exhibits the skill to:

PA.XII.A.S1 [Archived]

PA.XII.A.S2 Park in an appropriate area, considering the safety of nearby persons and property.

PA.XII.A.S3 Complete the appropriate checklist(s). 1

PA.XII.A.S4 Conduct a postflight inspection and document discrepancies and servicing requirements, if any.

PA.XII.A.S5 Secure the airplane. 2

This is what it's all about. Breathe. Remember, everyone—even the examiner—wants you to pass. You've worked hard. You're ready. You've got this. — PilotWorkshops

HOW IS THIS TESTED? *As PIC, you're responsible for the safety of others, yourself, and the aircraft (in that order) from preflight to de-planing. Maintain this role so long as you're in the ramp environment and you won't steal defeat from the jaws of victory by having an issue on the very last task of the flight test.*

1 | Run That One Last Checklist

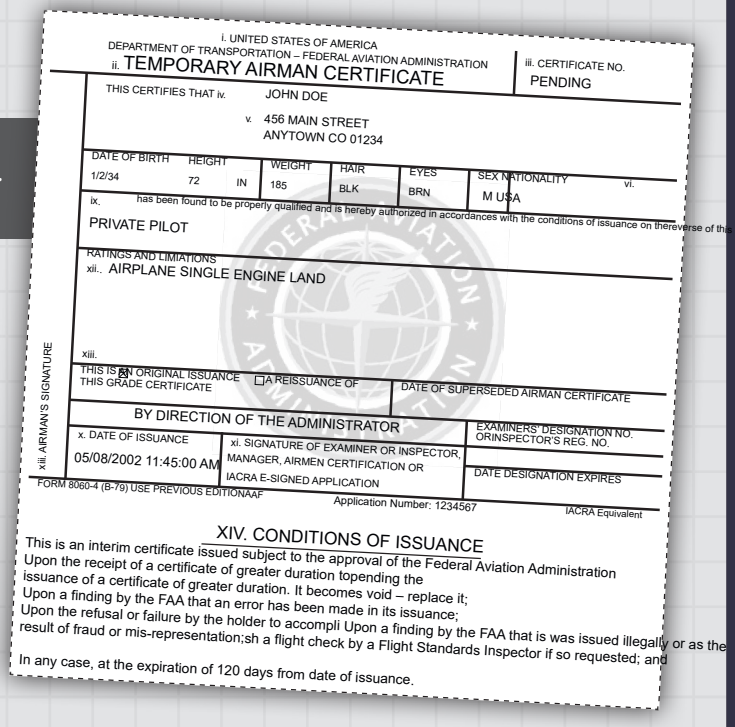
Make sure you do a complete shutdown check. It would suck to do a great test and then fail because you forgot to turn off the magnetos before getting out of the airplane ... like one of my candidates did. *— David G. (DPE)*

The flight portion is over and that's a great relief, but don't forget to use the shutdown checklist. David isn't the only fellow examiner I've heard of an applicant busting the ride just for forgetting to turn off the mags or secure the airplane at the very end. *— Wally Mo. (DPE)*

2 | It Ain't Over Until Every Box is Checked

I often have candidates ask me while we are taxing back if the exam was successful. I tell them that shutting down the airplane and securing it is always a practical test task. We can't deem the exam successful until every task is complete. *— Catherine C. (DPE)*

Catherine's got it right. Forgetting to turn off the master switch or the magnetos happens more than you'd think. Use brakes and/or chocks, as appropriate. The hardest part is over, but don't let your guard down.
And then apply this thinking to every subsequent flight after the checkride. *— Name Withheld (DPE)*



i. UNITED STATES OF AMERICA
DEPARTMENT OF TRANSPORTATION – FEDERAL AVIATION ADMINISTRATION
ii. TEMPORARY AIRMAN CERTIFICATE
iii. CERTIFICATE NO. PENDING
THIS CERTIFIES THAT iv. JOHN DOE
v. 456 MAIN STREET
ANYTOWN CO 01234
DATE OF BIRTH 1/2/34 | HEIGHT 72 IN | WEIGHT 185 | HAIR BLK | EYES BRN | SEX M | NATIONALITY USA | vi.
ix. has been found to be properly qualified and is hereby authorized in accordances with the conditions of issuance on thereverse of the certificate to exercise th
PRIVATE PILOT
RATINGS AND LIMIATIONS
xii.. AIRPLANE SINGLE ENGINE LAND
xiii.
THIS IS AN ORIGINAL ISSUANCE OF THIS GRADE CERTIFICATE ☐ A REISSUANCE OF
DATE OF SUPERSEDED AIRMAN CERTIFICATE
BY DIRECTION OF THE ADMINISTRATOR
x. DATE OF ISSUANCE 05/08/2002 11:45:00 AM
xi. SIGNATURE OF EXAMINER OR INSPECTOR, MANAGER, AIRMEN CERTIFICATION OR IACRA E-SIGNED APPLICATION
EXAMINERS' DESIGNATION NO. ORINSPECTOR'S REG. NO.
DATE DESIGNATION EXPIRES
xiii AIRMAN'S SIGNATURE
FORM 8060-4 (B-79) USE PREVIOUS EDITIONAAF
Application Number: 1234567
IACRA Equivalent
XIV. CONDITIONS OF ISSUANCE
This is an interim certificate issued subject to the approval of the Federal Aviation Administration
Upon the receipt of a certificate of greater duration topending the
issuance of a certificate of greater duration. It becomes void – replace it;
Upon a finding by the FAA that an error has been made in its issuance;
Upon the refusal or failure by the holder to accompli Upon a finding by the FAA that is was issued illegally or as the result of fraud or mis-representation;sh a flight check by a Flight Standards Inspector if so requested; and
In any case, at the expiration of 120 days from date of issuance.