Class



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL 2025 MAIN SESSION

SUBJECT: PAPER NUMBER: DATE: TIME:	Engineering Technology Controlled - Unit 3 4 th April 2025 10:00 a.m. to 11:35 a.m.	
THIS PAPER SHO AFTER THE EXAMI	ULD BE RETURNED TO THE INVI- NATION.	GILATOR
Name of candidate		
I.D. number		
School		

Answer **ALL** questions in the space provided. The use of non-programmable electronic calculators is allowed.

Scenario

- The main power station in Delimara is powered by fossil-fuel.
- A team of engineers is tasked to identify other possible types of power generating plants.

Q	uestion 1	K-1 (4 marks)
а.	Name FOUR alternative types of electrical power generation plants, besigenerating plants.	des fossil-fuel power
	Type 1:	(0.25)
	Type 2:	(0.25)
	Type 3:	(0.25)
	Type 4:	(0.25)
b.	Define the terms 'electrical power generation' and 'electrical power distrib	oution'.
	Electrical power generation:	
	Electrical power distribution:	
c.	Describe the FIVE main stages required for electrical power to reach electrical generation plant.	consumers from an

Question 2 K-2 (4 marks)

a. List $\ensuremath{\mathbf{ONE}}$ application for each of the electromagnetic devices given in Table 1.

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Table 1: Electromagnetic devices

	Table 1: Electromaç	jnetic devices
	Electromagnetic Devices	Application
i.	Microphone (Source: https://www.bhphotovideo.com)	(0.25)
	(Source: https://www.bhphotovideo.com)	(0.23)
ii.		
	Loudspeaker	(0.25)
	(Source: https://www. fruugo.kr/)	(0.23)
iii.		
	Relay	(0.25)
	(Source: https://www.amazon.co.uk)	

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_____(2)

	Electromagnetic Devices	Application
iv.	Transformer (Source: https://www.directindustry.com/)	(0.25)
	(Source: https://www.anectinaustry.com/)	

).	Outline the working principle of an electromagnet.
	(1)

c. Describe how a relay achieves its function, by referring to all parts labelled in Figure 1.

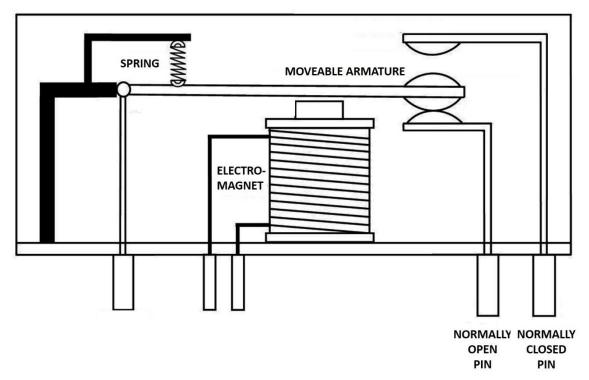


Figure 1: Relay (Adapted from source: https://electrosome.com/)

	(2)
Qı	uestion 3 C-1 (6 marks)
a.	Outline the importance of selecting a fuse with the appropriate current rating in terms of:
	Function:
	(1)
	Hazard that might arise when selecting an inappropriate fuse:
	(1)
b.	Calculate, by showing all your workings, the appropriate BS1361 fuse rating required to protect an air fryer with the following specifications:
	1800 W; 230 V
	(2)

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	wo key advantages of an MCB over a fuse a Illowing a current overload event.	re the ease of reset and no need for replacement
D	iscuss TWO other differences between an N	1CB and a fuse.
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_		(2)
		(-/
Oue	stion 4	K-6 (4 marks)
	st FOUR different types of bearings, apart t	-
		(0.25)
		(0.25)
		(0.25)
Т	ype 4:	(0.25)
I	earings can fail prematurely when forced to dentify another TWO factors that may caurovided below.	handle heavier loads than designed for. use a bearing to fail prematurely from the ones
	Bearing operating at low speed	Shaft misalignment
	Inadequate lubrication	Bearing operating a low temperatures
F	ailing Factor 1:	(0.5)
F	ailing Factor 2:	(0.5)

c.	Bearings can be replaced using a press.		
	Outline TWO other methods that can be used to replace a bearing.		
	(2)		

Question 5 K-9 (4 marks)

a. List the \boldsymbol{FIVE} main classes of fire against their type in Table 2.

Table 2: Classes and types of fires

Class of Fire	Type of Fire	
	Fires involving electrical equipment	(0.2)
	Fires involving gases	(0.2)
	Fires with trash, wood, paper, or other combustible materials as the fuel source	(0.2)
	Fires with flammable or combustible liquids as the fuel source	(0.2)
	Fires involving cooking oils	(0.2)

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b. From the list given below, identify **ONE** fire extinguisher that should be used in each of the circumstances described in Table 3. One type of extinguisher may be used in different circumstances.

Fire B	anket Foam	CO2	Wet Chemical	Powder	
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Table 3: Fire extinguisher for different classes of fire

	Fire	Fire Extinguisher
i.	Fire from a computer	
ii.	Fire in a waste paper basket	
iii.	Small fire in a kitchen	
iv.	Fire in a petrol container	

(1)

rescribe any FOUR important practices to adopt when a fire en	,