

Q1. Candidates struggle to present their understanding of basic concepts. It appears as though very little attention was given to the analysis of phasor diagrams. Learners can not distinguish between the phasor diagram for a series RCL circuit and that of a parallel RCL circuit.

Q2. Labelling of parts of the instrument was fairly covered, but the explanation of processes or mechanisms, like how will damping be obtained? was a problem.

Q3. Candidates, generally, struggled to distinguish between schematic (sketch without indication of components) and diagrammatic (sketch with components). As a result, they were not able to represent three-phase systems diagrammatically, that made them to be unable to apply correct formulae to do calculations for star and delta systems. I got the impression that learners were only exposed to three-phase systems when they were dealing with transformers and they were not introduced to connecting a load to the secondary of a three-phase transformer.

Q4. All centres appear to have taught transformers selectively. They have failed to deal with basic construction of single-phase Auto-transformer. This made candidates to be unable to apply and use insight in given situations.

Q5. Again this question handled fairly well, mainly because it was characterised by recall-type questions.

Q6. Candidates were not adequately taught full-wave rectification from a transformer that employs a centre tap. This resulted to candidates giving bridge rectification, which was not asked.

It appears as though very little attention is given to encouraging and teaching learners to be able to apply knowledge in order to illustrate processes or mechanisms in unfamiliar situations. This became evident when candidates had to deal with the concept of electromagnetic deflection.

Candidates struggle to present their understanding of concepts and this makes it difficult for them to apply these concepts in solving problems in various contexts. Educators must make provision for learners to use any appropriate means of communication to present their understanding to counter language barriers.