

Examiners' Report/
Principal Examiner Feedback

Summer 2012

Principal Learning

Engineering
EG101 Paper 01

Introducing the Engineering World

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Unit EG101_01

Introducing the Engineering World

Candidates performed in a similar manner to those who entered for both the June 2011 and January 2012 series; as a result, there were again clear patterns in achievement, especially when considering candidates around the A/A* boundary.

Candidates must have a basic knowledge of engineering sectors, job roles, materials, processes (and their possible applications) and environmental factors/energy use, in order to gain a high mark in this unit. Aspects of such knowledge are also fundamental to the Level 1 Principal Learning as a whole, and hence centres/consortia must ensure candidates have assimilated such information very early in the course.

In this series, candidates attaining a grade B were expected to be able to answer, correctly, questions 1, 2, 4, 5, 7, 11, 14, 17, 18, 20, 21, 22(b), 22(c), 24(c), 25(c), 28(a), 29(a), 29(b) and 30(b). The questions that candidates around this boundary were expected to be able to answer primarily centred on aspects of Learning Outcomes 1 and 2, and they mainly tested candidates' knowledge of engineering sectors and materials.

Candidates attaining a grade A* were expected to be able to answer, correctly, all of the questions on the paper except 10, 15, 19, 24(a) and 30(c). The aforementioned tested more specific knowledge, and they tended to be questions that were: a) centred on aspects of Learning Outcomes 2 or 3; b) associated with environmental factors/energy use; or c) where at least 2 of the incorrect [multiple choice] answers were strong distracters.

In future series, centres/consortia may again wish to focus on the application, as well as the acquisition, of knowledge, when delivering the unit teaching and learning, in order to assist candidates in attaining a higher grade. The more challenging questions on this paper require a competent understanding of the topic or area being addressed.

Grade Boundaries

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