

# Renewable-energy technician: study guide

Energy, utilities, nuclear, mining, and natural resources · suite apt-149-renewable-energy-technician · generated 2026-09-15T15:28:58.739Z

| Detail          | Value                                                     |
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Private practice result. Not an official exam certificate, employer decision, hiring signal, admissions decision, or guaranteed outcome. Scores stay on this device unless you export them.

Answer keys and scoring logic stay server-side and are never included in any download or export.

## How to use this guide

This file contains the whole study outline for this suite: every skill it draws on, the full lesson for each of those skills, worked examples, practice tips, a glossary, and where each piece of material comes from. Nothing here is a summary of a page you still have to visit.

1. Read the skills section end to end once, without timing yourself.
2. Work the guided practice mode for the suite, using the practice tips as a checklist.
3. Move to the mini-test only when guided practice feels unhurried.
4. Sit the full simulation last, once, in the conditions you expect on the day.

Practice attempts are stored on the device you used, never on an account. Exporting a result is the only way anything leaves that device.

## Practice modes and durations

*Practice modes for Renewable-energy technician*

| Mode            | Duration   | What it is for                             |
|-----------------|------------|--------------------------------------------|
| Guided practice | 15 minutes | Untimed, with feedback after every item.   |
| Mini-test       | 18 minutes | A short timed set for checking pace.       |
| Full simulation | 45 minutes | Full length and full time, in one sitting. |

- Start guided practice:  
<https://learn.novusstreamsolutions.com/aptitude/practice/new?bank=apt-149-renewable-energy-technician&mode=guided>
- Start mini-test:  
<https://learn.novusstreamsolutions.com/aptitude/practice/new?bank=apt-149-renewable-energy-technician&mode=mini>
- Start full simulation:  
<https://learn.novusstreamsolutions.com/aptitude/practice/new?bank=apt-149-renewable-energy-technician&mode=full>

## Skills covered, in full

This suite draws on 5 skill constructs. Each one below carries its complete lesson.

### Electrical reasoning

Basic circuits, current, voltage, resistance, symbols, and electrical troubleshooting.

Electrical reasoning is the ability to move confidently between volts, amps, ohms and watts on a circuit you can only see as a diagram, and to say what a fault would look like on a meter before you pick one up. It is the core construct in electrician and powerline apprenticeship entry tests, electronics and telecommunications technician screening, and military electrical batteries. On the job it is the difference between localising a break in three measurements and replacing three good parts. Everything you practise here stays on this device; there is no account and no upload.

What you should be able to do after this lesson:

1. Rearrange Ohm's law and the three power forms ( $P = VI$ ,  $P = I \times I \times R$ ,  $P = V \times V / R$ ) to solve for any unknown in a single-source circuit.
2. Compute total resistance for series and parallel combinations and predict what happens to supply current when a branch is added or removed.
3. Predict the meter readings a specific fault produces. Full supply across an open circuit, zero volts across a good component in a dead series string.
4. Identify the standard schematic symbols for cell, battery, fixed and variable resistor, lamp, fuse, switch, ammeter and voltmeter, and place each meter correctly.
5. Explain from the  $I \times I \times R$  term why doubling current quadruples conductor heating, and use that to reason about cable sizing and voltage drop.
6. Apply a transformer turns ratio in both directions (voltage down, current up) and say why a transformer does nothing on steady DC.

### Worked examples and pitfalls

Ohm's law on real components: A 12 V battery feeds a 4 ohm heater element. Current is  $12/4 = 3$  A, and power is  $12 \times 3 = 36$  W. Put the same element on 24 V and current becomes 6 A while power becomes  $24 \times 6 = 144$  W: doubling the voltage quadruples the power, because both factors in  $P = VI$  doubled. Candidates who answer 72 W have doubled one factor and forgotten the other. The nastier version of this item uses lamps. On the same 230 V supply, which has the higher resistance, a 60 W lamp or a 100 W one? Since  $P = V \times V / R$ , resistance is  $V \times V / P$ : the 60 W lamp is  $52,900/60 = 882$  ohms and the 100 W lamp is  $52,900/100 = 529$  ohms. The more powerful lamp has the LOWER resistance and draws more current, which feels backwards to anyone who reads 'more powerful' as 'more of everything'. Fix the direction of the relationship once: at a fixed voltage, more power means less resistance.

Series and parallel: two rules, two consequences: Three 6 ohm resistors across an 18 V supply. In series the resistances add to 18 ohms, the current is  $18/18 = 1$  A and it is the same at every point in the loop, and each resistor drops  $1 \times 6$  ohms = 6 V. The three drops sum to the supply,  $6 + 6 + 6 = 18$  V, which is the check you should run every time. In parallel each resistor sees the full 18 V, so each branch carries  $18/6 = 3$  A, the supply delivers 9 A, and the equivalent resistance is  $18/9 = 2$  ohms. The same  $6/3$  the reciprocal rule gives. The consequences matter more than the arithmetic. Adding a parallel branch always lowers total resistance and raises total current, which is exactly why plugging a fourth appliance into one socket circuit trips the breaker. Two checks catch nearly every slip: parallel resistance is always less than the smallest branch, and the branch with the smallest resistance always carries the biggest current.

Fault-finding by what stays lit: Six identical lamps in series on 12 V drop 2 V each. Break one filament and the current has nowhere to go: all six go out, which is the old fairy-light string that fails completely for one

dead bulb. Finding the break is the counter-intuitive part. Across every good lamp your meter now reads 0 V, because no current is flowing to develop a drop, while across the broken one it reads the full 12 V. Candidates who expect the faulty component to read zero walk straight past it. Wire the same six in parallel instead and each lamp sees the full 12 V on its own branch, so a broken filament kills that lamp alone and the supply current merely drops by one sixth. That contrast is what makes a half-dead string diagnostic. If lamps 1 to 3 are lit and 4 to 6 are dead, they cannot be in series at all, because one break in a series loop kills every lamp; they are parallel branches hanging off a shared feed, and the fault is a break in that feed between position 3 and position 4. Probe the feed there rather than testing lamps: the last lit branch and the first dead one bracket the break.

Voltage dividers, and where each meter belongs: A 2 kilohm and a 3 kilohm resistor in series across 10 V. Total 5 kilohms, current  $10/5,000 = 2$  mA, which is the same in both. The 3 kilohm resistor drops  $0.002 \times 3,000 = 6$  V and the 2 kilohm drops 4 V, splitting the supply in the ratio of the resistances. The bigger resistor always takes the bigger share. Now the meters. An ammeter goes IN the current path, in series with the component, and is designed with a near-zero resistance so it barely disturbs the circuit. A voltmeter goes ACROSS the component, in parallel, and has a very high resistance for the same reason. Swap them and the consequences are asymmetric: a voltmeter placed in series reads almost the whole supply and the circuit stops working, while an ammeter placed straight across a battery is a near-zero resistance across a source: a deliberate short circuit, a blown fuse at best. That asymmetry is the point of the item.

Why cable size is an  $I \times I \times R$  question: A 2.5 kW heater on 230 V draws  $2,500/230 = 10.9$  A. Suppose the supply cable has 0.5 ohms of total loop resistance. The voltage lost in the cable is  $10.9 \times 0.5 = 5.4$  V, and the heat dissipated in the cable itself is  $I \times I \times R = 10.9 \times 10.9 \times 0.5 =$  about 59 W: quietly warming a coiled extension lead. Fit a thicker conductor so the loop resistance halves to 0.25 ohms and both the drop and the heat halve. Double the current instead, to 21.7 A, and the drop doubles but the heat goes up FOURFOLD, to about 236 W, because the current appears twice. Candidates who treat cable loss as proportional to current under-estimate it badly. This squared term is the reason a partly uncoiled drum overheats, the reason long runs need a larger conductor for the same load, and the reason transmission networks push power at high voltage and low current.

Transformers: turns ratio, and why they ignore DC: An ideal transformer has 400 primary turns and 40 secondary turns, a 10:1 ratio, and sits on 230 V AC. The secondary voltage is  $230 \times 40/400 = 23$  V. Power in equals power out in the ideal case, so if the secondary supplies 5 A into a load, the secondary is delivering  $23 \times 5 = 115$  W and the primary must draw  $115/230 = 0.5$  A. Voltage steps down by the turns ratio, current steps up by the same ratio, and no power is created. Two traps. The first is multiplying rather than dividing, giving 2,300 V from a step-down winding. Always ask which winding has more turns before you touch the arithmetic. The second is the DC version of the question: connect that primary to a 24 V battery and the secondary produces nothing once the initial switch-on transient passes, because a steady current produces a steady flux and only a CHANGING flux induces a secondary voltage. Meanwhile the primary, with only its winding resistance to limit it, draws enough current to burn out. That is also why the mains figure quoted as 230 V is an RMS value, and why the waveform actually peaks near  $230 \times 1.414 = 325$  V.

## How to practise this skill

- Write the three Ohm's law rearrangements and the three power forms across the top of your rough paper before question one. Most electrical items are a single substitution away once the right form is already in front of you.
- Normalise units first: put everything into volts, amps and ohms, or knowingly pair milliamps with kilohms (which conveniently gives volts). Mixing milliamps with plain ohms produces an answer that is wrong by a factor of a thousand and looks fine.
- Test every parallel result against the smallest branch. If your combined resistance is bigger than the smallest resistor in the group, you have added instead of combined.

- Practise fault items by predicting the meter reading rather than naming the culprit: 'zero volts across each good lamp, full supply across the break' is what you will actually see, and it is what the answer options are built from.
- Drill the schematic symbols in short bursts until they are instant: cell versus battery, fixed versus variable resistor, fuse, normally-open versus normally-closed contacts, lamp, ammeter, voltmeter. These items carry full marks and cost seconds.
- Keep safe-working questions in a separate mental bucket from circuit questions. Isolate, lock off, prove dead, then re-prove the tester is the expected answer even when a cleverer electrical shortcut exists, and attempts you log stay on this device either way.

## Glossary

Ohm's law:  $V = I \times R$ . Voltage across a resistive component equals the current through it multiplied by its resistance; rearranged as  $I = V/R$  and  $R = V/I$ .

Potential difference: The energy transferred per unit charge between two points, measured in volts and always measured ACROSS a component rather than through it.

Current: The rate of charge flow, in amperes. It is identical at every point of a series path and divides between parallel branches in inverse proportion to their resistances.

Resistance: Opposition to current, in ohms. Series resistances add directly; a parallel combination is always smaller than its smallest member.

Power: The rate of energy conversion in watts, obtainable three ways:  $P = V \times I$ ,  $P = I \times I \times R$  when you know the current, and  $P = V \times V / R$  when you know the voltage.

Short circuit: An unintended low-resistance path around a load. Current rises until something limits it, which is precisely the job a fuse or circuit breaker exists to do.

Open circuit: A break in the conducting path. Current is zero and, in a live circuit, the full supply voltage appears across the break, the reading that locates it.

Turns ratio: Primary turns divided by secondary turns in a transformer. Voltage divides by this ratio while current multiplies by it, so the power either side is nominally equal.

RMS value: The steady DC value that would deliver the same heating as a given AC waveform. For a sine wave the peak is about 1.414 times the RMS value.

## Study this next

- Electrical reasoning skill hub: <https://learn.novusstreamsolutions.com/aptitude/skills/electrical-reasoning>
- Electrician apprenticeship suite:  
<https://learn.novusstreamsolutions.com/aptitude/tests/electrician-apprenticeship>
- Electronics technician suite: <https://learn.novusstreamsolutions.com/aptitude/tests/electronics-technician>
- Utilities, energy, mining and resources careers:  
<https://learn.novusstreamsolutions.com/careers/families/utilities-energy-mining-and-resources>
- Encyclopedia search: Ohm's law: <https://learn.novusstreamsolutions.com/search?q=Ohm%27s%20law>
- Electrical reasoning lesson on Novus Learn:  
<https://learn.novusstreamsolutions.com/aptitude/skills/electrical-reasoning/lesson>

## Where this material comes from

- Circuit examples computed for Novus Learn from first principles using Ohm's law, the series and parallel resistance rules, and the ideal transformer relation.
- Terminology checked against the public Wikipedia articles 'Ohm's law', 'Series and parallel circuits', 'Electric power' and 'Transformer'. Definitions only; every value above is original.

- Novus Learn aptitude construct registry (catalog seed) for the construct scope and related suite mapping.
- Public educational framing only: not affiliated with any official exam board, publisher or employer.  
Safe-working guidance here is illustrative and never replaces a competent person or your local wiring rules.

Educational preparation only. Novus Learn does not administer official exams and does not guarantee scores or hiring outcomes.

## Technical reasoning

Applied technical principles, diagrams, tools, systems, measurements, and troubleshooting.

Technical reasoning is what sits above any single trade: reading a system diagram for what it actually does, isolating a fault by measurement instead of by guesswork, and taking the governing number off a drawing or a nameplate without importing assumptions. It is assessed in HVAC, instrumentation, mechatronics, process-operator and engineering-technician selection, and it is the construct that best predicts whether someone can diagnose an unfamiliar machine. Employers care about it because part-swapping is expensive and half-splitting is not. Practice sessions here stay on your device unless you choose to export them.

What you should be able to do after this lesson:

1. Trace a process or signal diagram end to end and state, for a given symptom, which components could physically cause it and which could not.
2. Isolate a fault by half-splitting a chain of stages, and say how many measurements a chain of a given length should take.
3. Convert a dimension with asymmetric tolerance into an acceptance window and decide whether a measured part passes, can be reworked, or is scrap.
4. Match a measuring instrument to a required resolution, and distinguish an instrument's resolution from its accuracy.
5. Describe a closed control loop as sensor, controller, setpoint, actuator and feedback, then design the one measurement that separates a sensor fault from an actuator fault.
6. Read the qualifier attached to a rated number (duty cycle, working load limit, working pressure, nominal versus maximum), and apply it correctly.

## Worked examples and pitfalls

Half-splitting beats swapping parts: A conveyor will not stop when its photo-eye is blocked. The chain is: sensor, field cable, junction box, PLC input card, PLC program, output card, interposing relay, contactor. Eight places the signal can die. Swapping parts one at a time means four or five attempts on average, since the culprit is equally likely to sit anywhere in the eight, and every attempt costs a part. Half-splitting starts in the middle instead: watch the PLC input LED while a colleague blocks the beam. If it toggles, the sensor, field cable, junction box and input card are all proven good in a single observation, and eight candidates become four. Force the output in the PLC and watch the contactor: if it pulls in, the output card, interposing relay and contactor are good as well, so the fault is in the program logic rather than the hardware. Three checks resolve eight stages, because each check halves the remaining suspects. The trap is starting at whichever end is easiest to reach, which resolves one stage per check instead of half of them. The second trap is the sentence 'I replaced the sensor and it still fails', that proves only that the sensor was not the fault, at the price of a part and an hour.

Tolerance: in spec, or scrap?: A drawing calls a shaft 25.00 mm with a tolerance of plus 0.05 and minus 0.10. That is an asymmetric tolerance, so the acceptance window runs from 24.90 mm to 25.05 mm and the nominal is not at its centre. A part measuring 24.92 mm is inside the window and passes, even though it is below nominal: the most common wrong rejection on this style of item, made by anyone who silently reads

the tolerance as plus or minus 0.05. A part at 25.06 mm fails by 0.01 mm, but it fails oversize, so material can still be removed and it is rework rather than scrap. A part at 24.85 mm fails undersize and there is no recovering it. One more layer the better items include: if you took that 25.06 reading on a caliper with 0.02 mm resolution, the reading is at the very limit of what the instrument can resolve, and the honest next step is to re-measure with a micrometer before anyone scraps or reworks anything.

Reading a system diagram: what can actually cause this?: A tank fill line is drawn as supply, isolation valve V1, strainer, pump P1, check valve, control valve CV1, tank. A high-level switch LSH-1 is wired to close CV1. The reported symptom is that the tank overflowed. Work the path between the measurement and the element that stops flow: a CV1 that has stuck open, an LSH-1 that never actuated, and a broken wire in the LSH-1 loop are all consistent with the symptom. A blocked strainer is not: restricting the inlet reduces flow, and no amount of restriction causes an overflow. Nor is the check valve, whose function is to prevent reverse flow, not forward flow. Candidates pick the strainer because it is the component they know fouls in service, which is a memory of maintenance history rather than a reading of the diagram. The discipline that earns the mark is directional: a component can only be responsible if it lies on the causal path AND its failure mode pushes the system in the direction of the symptom.

Instrument choice: resolution is not accuracy: A steel rule resolves to roughly 0.5 mm. A vernier caliper marked 0.02 mm resolves to 0.02 mm. A 0 to 25 mm micrometer resolves 0.01 mm on the thimble, or 0.001 mm if it carries a vernier. A dial indicator reads 0.01 mm of relative movement but tells you nothing about absolute size without a reference. Asked to verify a 25.00 mm shaft with a tolerance of plus or minus 0.02 mm, the tolerance band is 0.04 mm wide: two divisions on that caliper, which is not enough to judge anything reliably. The workshop convention is that the instrument should resolve to about a tenth of the tolerance band, here 0.004 mm, so even the micrometer is marginal and comparison against gauge blocks is the defensible answer. The trap the item is built around is a digital display: showing four decimal places is a statement about resolution, not accuracy. An uncalibrated digital caliper will report 25.0000 mm with total confidence and be 0.03 mm out.

Closed loop: which element failed?: A room is meant to hold 21 degrees Celsius. A thermostat containing the sensor and the controller drives a valve on a radiator. The symptom: the room reaches 28 degrees Celsius and the valve stays open. Three explanations survive first inspection. The sensor reads low so the controller still believes the room is cold, the valve is mechanically jammed open, or the controller output has failed in the on state. One measurement separates them. Put an independent thermometer beside the thermostat. If the thermostat displays 17 degrees while the thermometer reads 28, the sensor is lying and everything downstream is behaving correctly. If the thermostat displays 28 and is still calling for heat, the sensor is fine and the fault is in the controller or the valve, which you then split by checking whether the valve actuator is being energised. The tempting non-answer is 'the room is too hot, so lower the setpoint'. That treats the symptom, and if the sensor reads seven degrees low the loop will simply settle seven degrees high again at the new setpoint.

Nameplates: read the qualifier, not just the number: A welding machine is rated 200 A at 40 percent duty cycle over a ten-minute period. That means four minutes of arc time and six minutes of cooling in every ten, at the full 200 A. It does not mean 40 percent of 200 A, and it does not mean 40 percent of an hour. Both wrong readings feel entirely natural, which is why they make good distractors. Run the machine continuously at 200 A and the thermal cut-out will open. The same discipline transfers across the whole trade: a hoist's working load limit is not its breaking load, a hose's working pressure is not its burst pressure, a motor's service factor describes a short-term overload allowance and not a continuous rating, and a pump curve's flow figure is quoted at a stated head. Whenever an item hands you a number in a table or on a plate, underline the qualifier printed next to it before you calculate anything; the wrong options are usually built by dropping exactly one qualifier.

## How to practise this skill

- Trace every diagram with a pencil from input to output and name each block as you pass it. Technical items punish skimming far harder than they punish slow arithmetic.
- Rehearse half-splitting on systems you already know (a home network that has dropped out, a car that will not crank), and count the checks. The habit transfers to the test intact.
- Underline the qualifier beside every number a question supplies: per hour, at 20 degrees Celsius, at 40 percent duty, nominal, maximum. That single mark-up defuses most distractors.
- Convert the whole question to one unit system in one pass before calculating, rather than converting each intermediate result and accumulating rounding.
- Train yourself to state what a measurement PROVES rather than what it reads. '12 V present at the coil' proves the supply and the whole upstream path; it says nothing about whether the coil itself is good.
- Keep a running list of the schematic symbols and component names you personally keep getting wrong, and drill only those. Five focused minutes beats another full untargeted set, and your attempt history stays local to this device so the list is yours alone.

## Glossary

**Half-split fault finding:** Testing at the midpoint of a chain of stages so that each measurement eliminates half the remaining suspects. A chain of eight stages resolves in about three checks rather than four swaps.

**Tolerance band:** The distance between the upper and lower acceptance limits of a dimension. A tolerance written as plus 0.05 and minus 0.10 has a 0.15 mm band that is not centred on the nominal.

**Resolution:** The smallest change an instrument can display. A four-decimal readout has fine resolution and may still be inaccurate if the instrument is out of calibration.

**Accuracy:** How close a reading is to the true value, established by calibration against a traceable standard. Independent of resolution, and the property that decides whether a part passes.

**Interlock:** A condition wired or programmed to inhibit an action until it is satisfied, such as a guard-door switch that prevents a motor start while the door is open.

**Closed-loop control:** A control arrangement where a sensor measures the process, a controller compares that measurement to a setpoint, and an actuator drives the process until the difference closes.

**Duty cycle:** The proportion of a stated period during which equipment may operate at a stated output, for example 40 percent of a ten-minute period, after which it must cool.

**Schematic versus pictorial diagram:** A schematic shows function and connection logic with no regard to physical layout; a pictorial or exploded view shows physical arrangement and assembly order but hides the logic.

**Root cause:** The condition whose removal stops a failure recurring, as opposed to the symptom, which is only what became visible.

## Study this next

- Technical reasoning skill hub: <https://learn.novusstreamsolutions.com/aptitude/skills/technical-reasoning>
- HVAC and refrigeration suite: <https://learn.novusstreamsolutions.com/aptitude/tests/hvac-and-refrigeration>
- Instrumentation and control suite:  
<https://learn.novusstreamsolutions.com/aptitude/tests/instrumentation-and-control>
- Engineering and technical design careers:  
<https://learn.novusstreamsolutions.com/careers/families/engineering-and-technical-design>
- Encyclopedia search: troubleshooting: <https://learn.novusstreamsolutions.com/search?q=Troubleshooting>
- Technical reasoning lesson on Novus Learn:  
<https://learn.novusstreamsolutions.com/aptitude/skills/technical-reasoning/lesson>

## Where this material comes from

- Diagnostic and metrology examples written for Novus Learn from general maintenance practice: binary-search fault isolation, asymmetric dimensional tolerance, and the ten-to-one instrument selection convention.
- Terminology checked against the public Wikipedia articles 'Troubleshooting', 'Engineering tolerance', 'Accuracy and precision' and 'Control loop'. Definitions only; every scenario above is original.
- Novus Learn aptitude construct registry (catalog seed) for the construct scope and related suite mapping.
- Public educational framing only: not affiliated with any official exam board, publisher or employer. Ratings and limits described here are illustrative and never override the equipment documentation in front of you.

Educational preparation only. Novus Learn does not administer official exams and does not guarantee scores or hiring outcomes.

## Safety judgment

Hazard recognition, safe sequencing, escalation, and risk controls.

Practise recognizing hazards and choosing a safe, proportionate response: protect people, control immediate exposure, use the correct reporting path, and verify that the control is effective.

What you should be able to do after this lesson:

1. Separate a hazard from the likelihood, severity, and exposure that shape its risk.
2. Choose an immediate control that stays within the person's training and authority.
3. Recognize when work should pause and when a supervisor, emergency process, or qualified specialist is needed.

## Worked examples and pitfalls

Worked scenario: a damaged machine guard: A guard is loose before a scheduled run. Do not operate the machine or improvise a repair beyond your authorization. Keep people away, isolate or label the equipment only as procedure permits, report the defect to the responsible person, and wait for an approved inspection or repair. A deadline does not remove the hazard.

Risk-triage questions: Ask: what can cause harm, who is exposed now, how severe could the outcome be, what control is available, and who has authority to apply it? The safest answer is not always the most dramatic option; it is the option that controls the real exposure without creating a new hazard.

## How to practise this skill

- Treat warnings, permits, isolation rules, and personal protective equipment as parts of a system, not interchangeable shortcuts.
- Do not ask an untrained person to investigate a hazard simply because they are nearby.
- In real work, site procedures and qualified safety direction override any general preparation heuristic.

## Glossary

Hazard: A source or situation with the potential to cause harm.

Risk: A judgement about possible harm that considers likelihood, severity, and exposure.

Control: A measure that removes a hazard or reduces exposure to it under an approved process.

## Study this next

- Occupational safety and health:  
<https://learn.novusstreamsolutions.com/search?q=Occupational%20safety%20and%20health>
- Hazard: <https://learn.novusstreamsolutions.com/search?q=Hazard>
- Risk assessment: <https://learn.novusstreamsolutions.com/search?q=Risk%20assessment>
- Safety judgment lesson on Novus Learn:  
<https://learn.novusstreamsolutions.com/aptitude/skills/safety-judgement/lesson>

## Where this material comes from

- Novus Learn original safety-critical, hazard-recognition, and operational suite scenarios.
- Novus educational framework: identify the hazard, protect people, control exposure, report, and verify.

Educational preparation only. Novus Learn does not administer official exams and does not guarantee scores or hiring outcomes.

## Numerical reasoning

Arithmetic, fractions, percentages, ratios, rates, estimation, word problems, and number relationships.

Numerical reasoning is the ability to take a small set of supplied numbers (a price list, a staffing table, a fuel figure), and reach a defensible answer in around ninety seconds without a formula sheet. It is the most widely used quantitative section in graduate, management and public-sector screening, and it appears in banking, retail, armed forces and healthcare entry batteries alike. The arithmetic itself is deliberately ordinary: percentages, ratios, rates and averages. What is actually being measured is whether you pick the right operation quickly, keep the units straight, and answer the question that was asked rather than the one you started computing. Practice here is device-local: no account, and nothing leaves this device unless you export it.

What you should be able to do after this lesson:

1. Move between fractions, decimals, percentages and ratios on sight, and pick whichever form makes a given item fastest (12.5 percent as one eighth, 33.3 percent as one third).
2. Apply percentage change in both directions, including recovering an original figure from a post-increase total, and combine successive changes multiplicatively rather than by adding them.
3. Split a total in a stated ratio by counting parts first, and work backwards from a stated difference between two shares.
4. Solve rate problems (speed, unit price, consumption, combined work rates) by carrying units through every intermediate line so the units of the answer prove the method.
5. Produce a one-significant-figure estimate before computing, and use it to eliminate the distractors built from the common wrong operations.
6. Read a multi-step stem and name, in one sentence, the single quantity the final question asks for before touching the numbers.

## Worked examples and pitfalls

Reverse percentages: the item most candidates get backwards: A subscription price rose by 15 percent and now stands at 57.50 pounds. What was it before? The correct move is to divide, not subtract: the new price is 115 percent of the old, so the old price is  $57.50 / 1.15 = 50.00$ . Check it forwards: 15 percent of 50 is 7.50, and  $50 + 7.50 = 57.50$ . The tempting wrong answer takes 15 percent of the NEW figure,  $0.15 \times 57.50 = 8.625$ , and reports 48.88. That distractor is always on the option list because it is what most people do under time pressure, and it is wrong by 2.25 percent, small enough to look plausible. The same asymmetry drives the successive-change item: a price that rises 20 percent and then falls 20 percent does not return to where

it started. Multiply the factors:  $1.20 \times 0.80 = 0.96$ , a net fall of 4 percent. Starting at 500 pounds you get 600 then 480, not 500. Percentages compose by multiplication; they never add.

Ratio splits: count the parts before you divide: A 4,830 pound budget is split between three teams in the ratio 3:5:6. Add the parts first:  $3 + 5 + 6 = 14$ . One part is  $4,830 / 14 = 345$ . The shares are  $3 \times 345 = 1,035$ ,  $5 \times 345 = 1,725$  and  $6 \times 345 = 2,070$ , and they sum back to 4,830, which is the check you should always run. Two classic failures. The first is dividing by 3 because there are three teams. That gives 1,610 each and ignores the ratio entirely. The second is treating 5 as a fraction and computing five sixths or five fourteenths of something other than the total. The more interesting version of this item gives you a difference instead of the total: 'the second team receives 690 pounds more than the first, what is the whole budget?' The difference between the shares is  $5 - 3 = 2$  parts, so one part is  $690 / 2 = 345$ , and the budget is  $14 \times 345 = 4,830$ . Same number, reached from the other end, and the arithmetic is trivial once you have made the parts explicit.

Rates and units: 2 h 15 min is 2.25, not 2.15: A delivery van covers 174 km in 2 hours 15 minutes. Average speed is distance over time, and the time must be in hours: 15 minutes is  $15/60 = 0.25$  h, so  $174 / 2.25 = 77.3$  km/h. Type 2.15 into the calculator instead and you get 80.9 km/h: an error of roughly 4.7 percent that sits comfortably inside the plausible range and will match one of the options. Now extend it. The van consumes 8.6 litres per 100 km, so the trip needs  $174 \times 8.6 / 100 = 14.964$  litres, and at 1.48 pounds per litre that is  $14.964 \times 1.48 = 22.15$  pounds. Notice the units doing the work: (km)  $\times$  (L / 100 km) leaves litres; (L)  $\times$  (pounds / L) leaves pounds. If your intermediate line has km still attached at the end, you have divided when you should have multiplied. Write the unit next to every number and the method checks itself.

Unit pricing: normalise before you compare: Three pack sizes of the same fluid. Pack A: 750 ml for 3.60 pounds. Pack B: 2 litres for 9.40. Pack C: 1.5 litres for 7.20. Convert all three to price per litre. A:  $3.60 / 0.75 = 4.80$  per litre. B:  $9.40 / 2 = 4.70$ . C:  $7.20 / 1.5 = 4.80$ . So B is cheapest by 10p a litre, and A and C are identical despite looking like different deals. The 'bigger pack is cheaper' heuristic happens to hold here but is not a rule, and test writers know it. Half of these items are built specifically so the largest pack loses. Now add the multibuy that these questions love: pack A is on three-for-two. Three packs give 2.25 litres for the price of two, 7.20 pounds, which is  $7.20 / 2.25 = 3.20$  per litre and beats everything. The trap in the multibuy version is dividing by the number of packs paid for rather than the volume received.

Combined work rates: add rates, never times: Printer A completes a 3,000-page run in 50 minutes; printer B completes the same run in 75 minutes. Running together, how long? Convert to rates: A prints  $3,000 / 50 = 60$  pages per minute, B prints  $3,000 / 75 = 40$  pages per minute, and together they print 100 pages per minute, so the job takes  $3,000 / 100 = 30$  minutes. Verify by counting output: in 30 minutes A produces 1,800 pages and B produces 1,200, which is 3,000 exactly. The two wrong answers you will see on the option list are 62.5 minutes (the average of 50 and 75) and 125 minutes (the sum). Both are impossible on inspection: two machines working together must finish faster than the faster machine alone, so any answer above 50 minutes is wrong before you compute anything. The general form is  $1 / (1/50 + 1/75)$ , and it is worth being able to write that line directly, but the sanity bound catches the error faster than the algebra does.

Estimate first, then compute: killing distractors in ten seconds: 'A department spent 847,300 pounds in 2024. In 2025 the budget fell by 12.5 percent. What was the 2025 spend?' Options: 741,387.50 / 953,212.50 / 105,912.50 / 762,570. Estimate before anything else: 12.5 percent is exactly one eighth, one eighth of roughly 850,000 is roughly 106,000, so the answer is roughly 744,000. That single line eliminates three options. 953,212.50 applied the change upwards. 105,912.50 is the size of the reduction, not the resulting spend: the 'answered the wrong question' distractor, and the most commonly selected wrong option on items of this shape. 762,570 is a 10 percent cut, planted for anyone who misread the rate. Exact working:  $847,300 \times 7/8 = 5,931,100 / 8 = 741,387.50$ . Doing it as a fraction avoids the decimal multiplication altogether. Learn the fraction equivalents cold (12.5 percent is  $1/8$ , 16.7 percent is  $1/6$ , 37.5 percent is  $3/8$ , 62.5 percent is  $5/8$ ) because a fraction turns most percentage items into one division.

## How to practise this skill

- Memorise the fraction-to-percentage table up to eighths and twelfths. Almost every 'nasty' percentage on these tests is a clean fraction in disguise, and the fraction route is two or three times faster than decimal multiplication.
- Write the unit beside every intermediate number, including the ones you keep in your head. Most numerical errors on timed sections are unit errors, not arithmetic errors, and units are the only cheap way to catch them.
- Rehearse reverse percentages as their own drill until dividing by 1.15 feels more natural than subtracting 15 percent. It is a single, identifiable technique that accounts for a disproportionate share of lost marks.
- Before selecting, re-read the last clause of the stem out loud. 'By how much did it fall' and 'what was it after the fall' have different answers, and both are always on the option list.
- Keep an error log with four columns (misread the question, wrong operation, unit slip, arithmetic slip), and tally which one you actually commit. Three sessions is usually enough to show that one column dominates, and that is the column to train.
- Work untimed until your method is stable, then add the clock in stages: generous, then realistic, then 20 percent tighter than the real test. Attempts stay on this device, so a slow first pass costs nothing.

## Glossary

**Percentage point:** The arithmetic difference between two percentages. A rate moving from 4 percent to 5 percent rises by one percentage point but by 25 percent in relative terms; questions specify which they want and the two answers are both on the option list.

**Reverse percentage:** Recovering an original amount from a figure that already includes a percentage change, by dividing by the multiplier (1.15 for a 15 percent rise, 0.88 for a 12 percent fall) rather than subtracting the percentage from the new figure.

**Multiplier (decimal factor):** The single number a quantity is multiplied by to apply a percentage change: 1.20 for plus 20 percent, 0.80 for minus 20 percent. Successive changes are handled by multiplying the factors, which is why plus 20 then minus 20 gives 0.96, not 1.

**Ratio part:** One unit of a ratio split. Dividing the total by the sum of the ratio terms gives the value of one part; every share and every difference between shares is then a whole number of parts.

**Unit rate:** A quantity expressed per one of something: price per litre, pages per minute, litres per 100 km. Comparisons are only valid once every option has been converted to the same unit rate.

**Combined rate:** The sum of two or more individual rates working simultaneously. Times cannot be added or averaged; only rates add, and the combined time is the total work divided by the combined rate.

**Significant figure estimate:** Rounding every input to one meaningful digit to get an approximate answer in a few seconds. Its purpose is not accuracy but elimination: it removes any option that is off by a factor or has the sign of the change wrong.

**Distractor:** A wrong option written deliberately to match a specific predictable error: subtracting instead of dividing, reporting the change instead of the result, averaging instead of combining rates. Recognising the pattern is often faster than recomputing.

## Study this next

- Numerical reasoning skill hub: <https://learn.novusstreamsolutions.com/aptitude/skills/numerical-reasoning>
- Numerical reasoning practice in the Cognitive Skills Lab: <https://learn.novusstreamsolutions.com/cognitive-skills/numerical-reasoning>
- Data interpretation lesson: <https://learn.novusstreamsolutions.com/aptitude/skills/data-interpretation/lesson>
- Office numeracy suite: <https://learn.novusstreamsolutions.com/aptitude/tests/office-numeracy>

- Finance, accounting and insurance careers:  
<https://learn.novusstreamsolutions.com/careers/families/finance-accounting-and-insurance>
- Numerical reasoning lesson on Novus Learn:  
<https://learn.novusstreamsolutions.com/aptitude/skills/numerical-reasoning/lesson>

## Where this material comes from

- All worked figures above were written and checked for Novus Learn. Every division, ratio split and rate calculation in this lesson was verified by recomputing it in the reverse direction.
- Conventions only (percentage point, unit rate, significant figures) cross-checked against standard public references such as the Wikipedia articles 'Percentage', 'Ratio' and 'Rate (mathematics)'. No item text is drawn from any published test.
- Novus Learn aptitude construct registry (catalog seed) for construct scope and suite mapping.
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Educational preparation only. Novus Learn does not administer official exams and does not guarantee scores or hiring outcomes.

## Situational judgment

Evaluating workplace responses against role-relevant principles.

Learn a repeatable way to compare workplace responses: establish the facts, identify duties and risks, respect role boundaries, then choose a proportionate first action. This is educational preparation, not an official scoring guide.

What you should be able to do after this lesson:

1. Separate facts stated in a scenario from assumptions that the scenario does not support.
2. Rank response options by immediate risk, policy or role obligations, proportionality, and follow-through.
3. Explain why a strong first action is better than passive, punitive, or unauthorized alternatives.

## Worked examples and pitfalls

Worked scenario: an unverified safety concern: A colleague reports a possible equipment fault while a deadline is approaching. First distinguish the known fact, the report, from the unverified cause. A strong response protects people and affected work, checks the concern through the right channel, tells the relevant lead, and records what was done. Ignoring the report underreacts; shutting down unrelated work or accusing someone before checking the facts overreacts.

Method: facts, duties, risks, response: Write four short notes before ranking options: what is known, who may be affected, which duty or boundary applies, and what safe next step is available now. Prefer an action that addresses the immediate issue and creates useful follow-through. Do not reward an option merely because it sounds decisive.

## How to practise this skill

- Answer the question asked: best first action, worst action, or complete response are different tasks.
- Check whether an option acts within the person's authority and escalates only as far as the risk requires.
- When two options look reasonable, prefer the one that gathers missing facts and communicates ownership.

## Glossary

Proportionality: Matching the urgency and scope of a response to the evidence, likely impact, and authority available.

Role boundary: The limit of what a person may decide or do without approval, specialist help, or escalation.

Follow-through: Confirming ownership, recording the decision, and checking that the issue was actually resolved.

## Study this next

- Situational judgement test:  
<https://learn.novusstreamsolutions.com/search?q=Situational%20judgement%20test>
- Workplace ethics: <https://learn.novusstreamsolutions.com/search?q=Workplace%20ethics>
- Decision-making: <https://learn.novusstreamsolutions.com/search?q=Decision-making>
- Situational judgment lesson on Novus Learn:  
<https://learn.novusstreamsolutions.com/aptitude/skills/situational-judgement/lesson>

## Where this material comes from

- Novus Learn original situational-judgment suite scenarios and published construct mapping.
- Novus educational framework: facts, duties, risks, role boundaries, proportional action, and follow-through.

Educational preparation only. Novus Learn does not administer official exams and does not guarantee scores or hiring outcomes.

## Recommended preparation

- Learn electrical reasoning:  
<https://learn.novusstreamsolutions.com/aptitude/skills/electrical-reasoning/lesson>
- Practice technical reasoning:  
<https://learn.novusstreamsolutions.com/aptitude/skills/technical-reasoning/lesson>
- Learn safety judgement: <https://learn.novusstreamsolutions.com/aptitude/skills/safety-judgement/lesson>

## Answer keys, scoring and privacy

Answer keys and scoring logic stay server-side and are never included in any download or export.

Formal suite answer keys and scoring logic stay on the server and are not part of any download, in any format. Downloadable keys exist only for the open, untimed practice material (the practice packs on the puzzles, cognitive-skills and reasoning practice lab pages), where the answers are already public teaching content.

Novus Learn needs no account. Your practice history lives in this browser's storage on this device, and is sent to a server only if you create an account and switch on backup. This file contains no attempt, session or result link, so it is safe to share.

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*Private practice result. Not an official exam certificate, employer decision, hiring signal, admissions decision, or guaranteed outcome. Scores stay on this device unless you export them.*

*Answer keys and scoring logic stay server-side and are never included in any download or export.*

*Source: <https://learn.novusstreamsolutions.com/aptitude/tests/renewable-energy-technician/study-outline>*