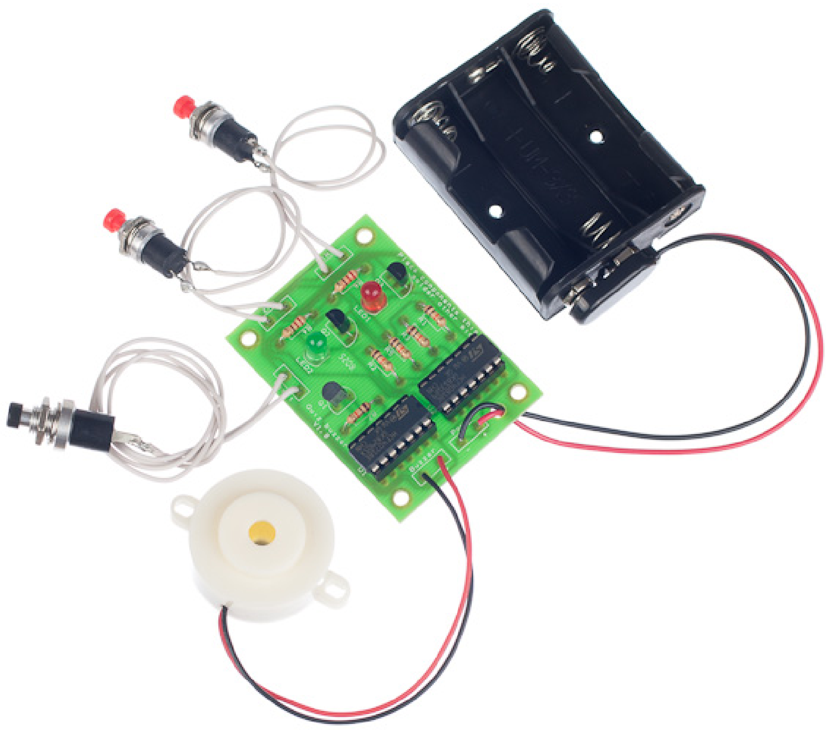
TEACHING RESOURCES

SCHEMES OF WORK
DEVELOPING A SPECIFICATION
COMPONENT FACTSHEETS
HOW TO SOLDER GUIDE

WHO ANSWERED FIRST? FIND OUT WITH THIS

QUIZ BUZZER KIT



Version 2.0

Index of Sheets

Introduction

About the project kit

Both the project kit and the supporting material have been carefully designed for use in KS3 Design and Technology lessons. The project kit has been designed so that even teachers with a limited knowledge of electronics should have no trouble using it as a basis from which they can form a scheme of work.

The project kits can be used in two ways:

1. As part of a larger project involving all aspects of a product design, such as designing an enclosure for the electronics to fit into.
2. On their own as a way of introducing electronics and electronic construction to students over a number of lessons.

This booklet contains a wealth of material to aid the teacher in either case.

Using the booklet

The first few pages of this booklet contains information to aid the teacher in planning their lessons and also covers worksheet answers. The rest of the booklet is designed to be printed out as classroom handouts. In most cases all of the sheets will not be needed, hence there being no page numbers, teachers can pick and choose as they see fit.

Please feel free to print any pages of this booklet to use as student handouts in conjunction with Kitronik project kits.

Support and resources

You can also find additional resources at www.kitronik.co.uk. There are component fact sheets, information on calculating resistor and capacitor values, puzzles and much more.

Kitronik provide a next day response technical assistance service via e-mail. If you have any questions regarding this kit or even suggestions for improvements, please e-mail us at:

support@kitronik.co.uk

Alternatively, phone us on 0845 8380781.

Schemes of Work

Two schemes of work are included in this pack; the first is a complete project including the design & manufacture of an enclosure for the kit (below). The second is a much shorter focused practical task covering just the assembly of the kit (next page). Equally, feel free to use the material as you see fit to develop your own schemes.

Before starting we would advise that you to build a kit yourself. This will allow you to become familiar with the project and will provide a unit to demonstrate.

Complete product design project including electronics and enclosure

Hour 1	Introduce the task using 'The Design Brief' sheet. Demonstrate a built unit. Take students through the design process using 'The Design Process' sheet. Homework: Collect examples of quiz games and associated products. List the common features of these products on the 'Investigation / Research' sheet.
Hour 2	Develop a specification for the project using the 'Developing a Specification' sheet. Resource: Sample of games and associated products. Homework: Using the internet or other search method, find out what is meant by 'design for manufacture'. List five reasons why design for manufacture should be considered on any design project.
Hour 3	Read 'Designing the Enclosure' sheet. Develop a product design using the 'Design' sheet. Homework: Complete design.
Hour 4	Using cardboard, get the students to model their enclosure design. Allow them to make alterations to their design if the model shows any areas that need changing.
Hour 5	Split the students into groups and get them to perform a group design review using the 'Design Review' sheet.
Hour 6	Using the 'Soldering in Ten Steps' sheet, demonstrate and get students to practice soldering. Start the 'Resistor Value' worksheet. Homework: Complete any of the remaining resistor tasks.
Hour 7	Build the electronic kit using the 'Build Instructions'.
Hour 8	Complete the build of the electronic kit. Check the completed PCB and fault find if required using the 'Checking Your Quiz Buzzer PCB' section and the fault finding flow chart. Homework: Read 'How the Quiz Buzzer Works' sheet in conjunction with the thyristor and logic gates sheets.
Hour 9	Build the enclosure. Homework: Collect some examples of instruction manuals.
Hour 10	Build the enclosure. Homework: Read 'Instruction Manual' sheet and start developing instructions for the quiz buzzer.
Hour 11	Build the enclosure.
Hour 12	Using the 'Evaluation' and 'Improvement' sheet, get the students to evaluate their final product and state where improvements can be made.

Additional Work
Package design for those who complete ahead of others.

Electronics only

Hour 1	Introduction to the kit demonstrating a built unit. Using the 'Soldering in Ten Steps' sheet, practice soldering.
Hour 2	Build the kit using the 'Build Instructions'.
Hour 3	Check the completed PCB and fault find if required using 'Checking Your Quiz Buzzer PCB' and fault finding flow chart.

Answers

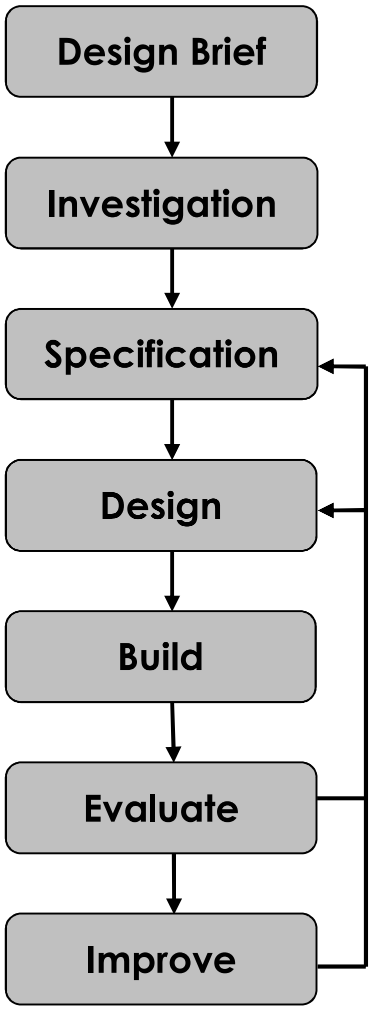
Resistor questions

1st Band	2nd Band	Multiplier x	Value
Brown	Black	Yellow	*100,000 Ω*
Green	Blue	Brown	*560 Ω*
Brown	Grey	Yellow	*180,000Ω*
Orange	White	Black	*39Ω*

Value	1st Band	2nd Band	Multiplier x
180 Ω	Brown	Grey	*Brown*
3,900 Ω	Orange	White	*Red*
47,000 (47K) Ω	Yellow	Violet	*Orange*
1,000,000 (1M) Ω	Brown	Black	*Green*

The Design Process

The design process can be short or long, but will always consist of a number of steps that are the same on every project. By splitting a project into these clearly defined steps, it becomes more structured and manageable. The steps allow clear focus on a specific task before moving to the next phase of the project. A typical design process is shown on the right.



Design brief

What is the purpose or aim of the project? Why is it required and who is it for?

Investigation

Research the background of the project. What might the requirements be? Are there competitors and what are they doing? The more information found out about the problem at this stage, the better, as it may make a big difference later in the project.

Specification

This is a complete list of all the requirements that the project must fulfil - no matter how small. This will allow you to focus on specifics at the design stage and to evaluate your design. Missing a key point from a specification can result in a product that does not fulfil its required task.

Design

Develop your ideas and produce a design that meets the requirements listed in the specification. At this stage it is often normal to prototype some of your ideas to see which work and which do not.

Build

Build your design based upon the design that you have developed.

Evaluate

Does the product meet all points listed in the specification? If not, return to the design stage and make the required changes. Does it then meet all of the requirements of the design brief? If not, return to the specification stage and make improvements to the specification that will allow the product to meet these requirements and repeat from this point. It is normal to have such iterations in design projects, though you normally aim to keep these to a minimum.

Improve

Do you feel the product could be improved in any way? These improvements can be added to the design.

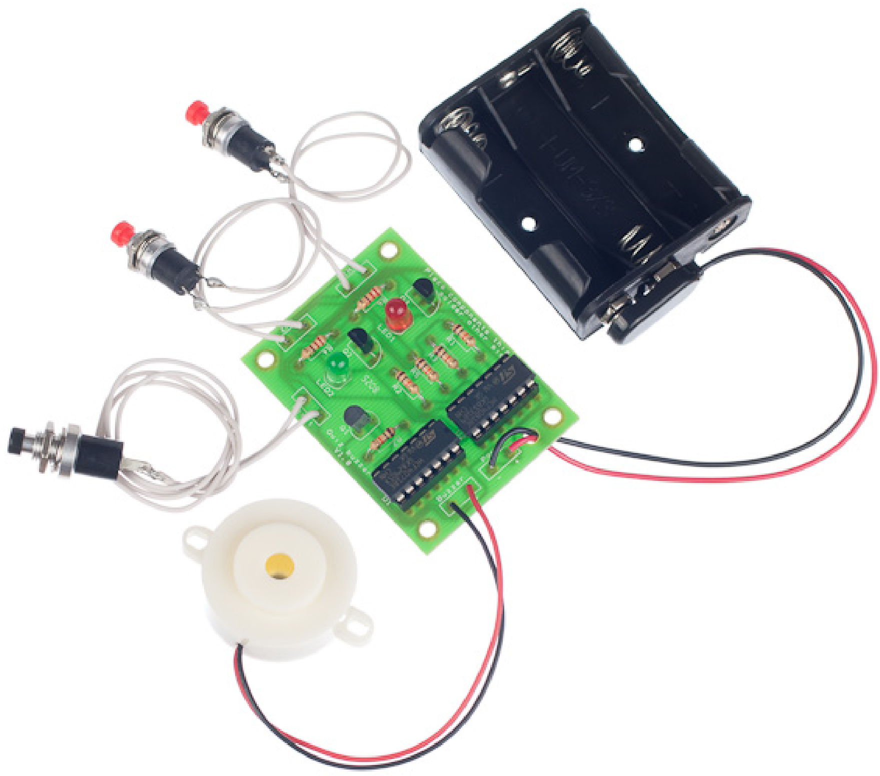
The Design Brief

A board game manufacturer has developed a quiz buzzer for use with some of its products. The quiz buzzer is used to indicate when a competitor has pressed their button and, if both were pressed at the same time, it will show which was pressed first.

The circuit has been developed to the point where they have a working Printed Circuit Board (PCB).

The manufacturer would like ideas for an enclosure for the PCB and has asked you to do this for them. It is important that you make sure the final design meets all of the requirements that you identify for such a product. The buttons can either be mounted in the same enclosure as the PCBs or have their own enclosures (which would have to be connected by a cable).

Complete Circuit



Investigation / Research

Using a number of different search methods, find examples of similar products that are already on the market. Use additional pages if required.

Name………………………………………………… Class……………………………

Developing a Specification

Using your research into the target market for the product, identify the key requirements for the product and explain why each of these is important.

Name…………………………………………………………… Class…………………………………

Requirement	Reason
Example: The enclosure should have holes to allow the sound from the buzzer get out of the enclosure.	Example: So that the buzzer can be heard clearly.

Design

Develop your ideas to produce a design that meets the requirements listed in the specification.

Name…………………………………………… Class…………………………….

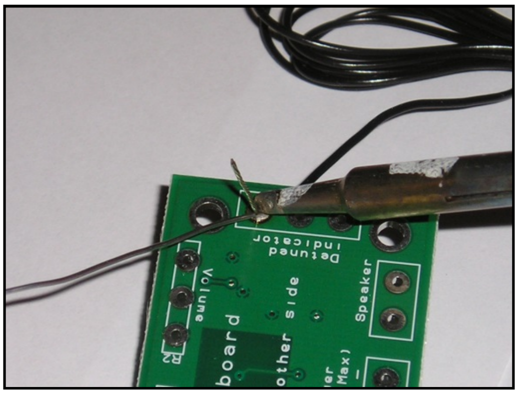
Design Review (group task)

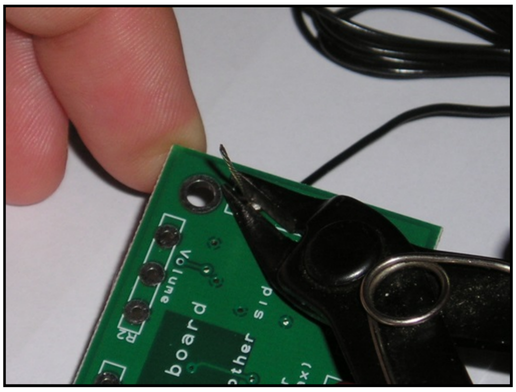
Split into groups of three or four. Take it in turns to review each person's design against the requirements of their specification. Also look to see if you can spot any additional aspects of each design that may cause problems with the final product. This will allow you to ensure that you have a good design and catch any faults early in the design process. Note each point that is made and the reason behind it. Decide if you are going to accept or reject the comment made. Use these points to make improvements to your initial design.

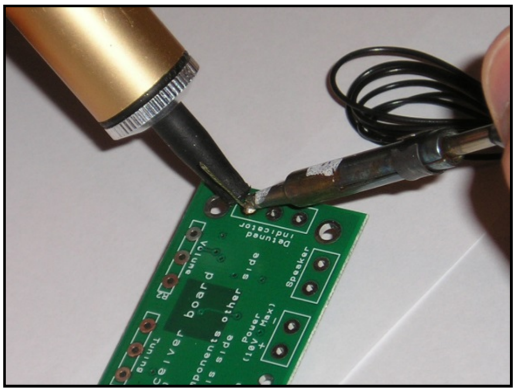
Comment	Reason for comment	Accept or Reject

Soldering in Ten Steps

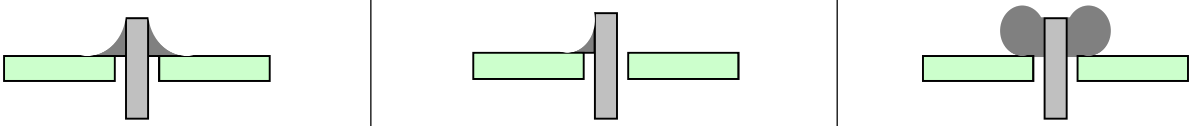
1. Start with the smallest components working up to the taller components, soldering any interconnecting wires last.
2. Place the component into the board, making sure that it goes in the right way around and the part sits flush against the board.
3. Bend the leads slightly to secure the part.
4. Make sure that the soldering iron has warmed up and if necessary, use the damp sponge to clean the tip.
5. Place the soldering iron on the pad.
6. Using your free hand, feed the end of the solder onto the pad (top picture).
7. Remove the solder, then the soldering iron.
8. Leave the joint to cool for a few seconds.
9. Using a pair of cutters, trim the excess component lead (middle picture).
10. If you make a mistake heat up the joint with the soldering iron, whilst the solder is molten, place the tip of your solder extractor by the solder and push the button (bottom picture).







Solder joints

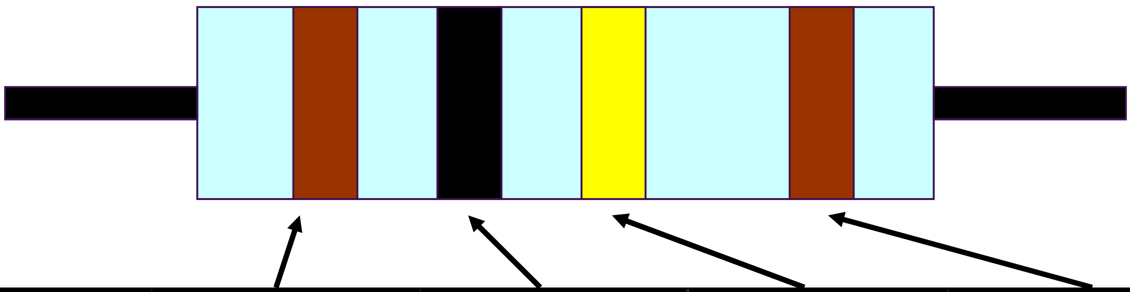


Good solder joint | Too little solder | Too much solder

Resistor Values

A resistor is a device that opposes the flow of electrical current. The bigger the value of a resistor, the more it opposes the current flow. The value of a resistor is given in Ω (ohms) and is often referred to as its 'resistance'.

Identifying resistor values



Band Colour	1st Band	2nd Band	Multiplier x	Tolerance
Silver			÷ 100	10%
Gold			÷ 10	5%
Black	0	0	1	
Brown	1	1	10	1%
Red	2	2	100	2%
Orange	3	3	1000	
Yellow	4	4	10,000	
Green	5	5	100,000	
Blue	6	6	1,000,000	
Violet	7	7		
Grey	8	8		
White	9	9		

Example: Band 1 = Red, Band 2 = Violet, Band 3 = Orange, Band 4 = Gold

The value of this resistor would be:
2 (Red) **7** (Violet) x **1,000** (Orange) = 27 x 1,000
= **27,000** with a 5% tolerance (gold)
= **27KΩ**

Too many zeros?

Kilo ohms and mega ohms can be used:

1,000Ω = 1K

1,000K = 1M

Resistor identification task

Calculate the resistor values given by the bands shown below. The tolerance band has been ignored.

1st Band	2nd Band	Multiplier x	Value
Brown	Black	Yellow	
Green	Blue	Brown	
Brown	Grey	Yellow	
Orange	White	Black	

Calculating resistor markings

Calculate what the colour bands would be for the following resistor values.

Value	1st Band	2nd Band	Multiplier x
180 Ω			
3,900 Ω			
47,000 (47K) Ω			
1,000,000 (1M) Ω			

What does tolerance mean?

Resistors always have a tolerance but what does this mean? It refers to the accuracy to which it has been manufactured. For example if you were to measure the resistance of a gold tolerance resistor you can guarantee that the value measured will be within 5% of its stated value. Tolerances are important if the accuracy of a resistors value is critical to a design's performance.

Preferred values

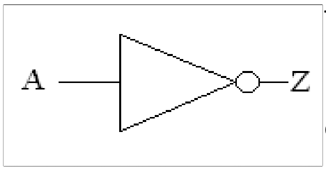
There are a number of different ranges of values for resistors. Two of the most popular are the E12 and E24. They take into account the manufacturing tolerance and are chosen such that there is a minimum overlap between the upper possible value of the first value in the series and the lowest possible value of the next. Hence there are fewer values in the 10% tolerance range.

E-12 resistance tolerance (± 10%)											
10	12	15	18	22	27	33	39	47	56	68	82

E-24 resistance tolerance (± 5 %)											
10	11	12	13	15	16	18	20	22	24	27	30
33	36	39	43	47	51	56	62	68	75	82	91

Logic Gates

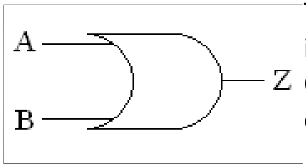
NOT Gate



The NOT Gate takes the input and produces the inverse of that input on its output.

Input A	Output Z
0	1
1	0

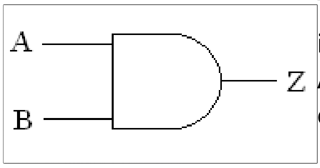
OR Gate



The OR Gate takes in two inputs. When either Input A OR Input B are high, the output will be active.

Input A	Input B	Output Z
0	0	0
0	1	1
1	0	1
1	1	1

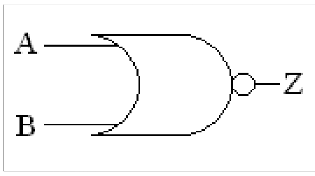
AND Gate



The AND Gate takes in two inputs. When both Input A AND Input B are high, the output will be active.

Input A	Input B	Output Z
0	0	0
0	1	0
1	0	0
1	1	1

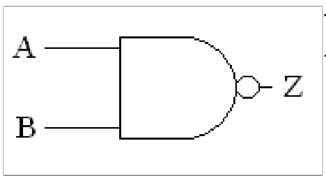
NOR Gate



The NOR gate takes in two inputs. When either Input A OR Input B are high the output will NOT be active.

Input A	Input B	Output Z
0	0	1
0	1	0
1	0	0
1	1	0

NAND Gate

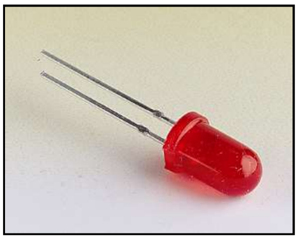


The NAND Gate takes in two inputs. When both Input A AND Input B are high, the output will NOT be active.

Input A	Input B	Output Z
0	0	1
0	1	1
1	0	1
1	1	0

LEDs & Current Limit Resistors

Before we look at LEDs, we first need to start with diodes. Diodes are used to control the direction of flow of electricity. In one direction they allow the current to flow through the diode, in the other direction the current is blocked.



An LED is a special diode. LED stands for Light Emitting Diode. LEDs are like normal diodes, in that they only allow current to flow in one direction, however when the current is flowing the LED lights.

The symbol for an LED is the same as the diode but with the addition of two arrows to show that there is light coming from the diode. As the LED only allows current to flow in one direction, it's important that we can work out which way the electricity will flow. This is indicated by a flat edge on the LED.

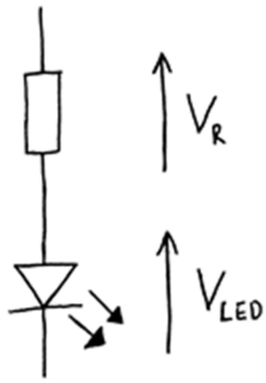
For an LED to light properly, the amount of current that flows through it needs to be controlled. To do this we use a current limit resistor. If we didn't use a current limit resistor the LED would be very bright for a short amount of time, before being permanently destroyed.

To work out the best resistor value we need to use Ohms Law. This connects the voltage across a device and the current flowing through it to its resistance.

Ohms Law tells us that the flow of current (I) in a circuit is given by the voltage (V) across the circuit divided by the resistance (R) of the circuit.

$$I = \frac{V}{R}$$

Like diodes, LEDs drop some voltage across them: typically 1.8 volts for a standard LED. However the high brightness LED used in the 'white light' version of the lamp drops 3.5 volts.



The USB lamp runs off the 5V supply provided by the USB connection so there must be a total of 5 volts dropped across the LED (V_{LED}) and the resistor (V_R). As the LED manufacturer's datasheet tells us that there is 3.5 volts dropped across the LED, there must be 1.5 volts dropped across the resistor. ($V_{LED} + V_R = 3.5 + 1.5 = 5V$).

LEDs normally need about 10mA to operate at a good brightness. Since we know that the voltage across the current limit resistor is 1.5 volts and we know that the current flowing through it is 0.01 Amps, the resistor can be calculated.

Using Ohms Law in a slightly rearranged format:

$$R = \frac{V}{I} = \frac{1.5}{0.01} = 150\Omega$$

Hence we need a 150Ω current limit resistor.

LEDs Continued

The Colour Changing LEDs used in the ‘colour’ version of the lamp has the current limit resistor built into the LED itself. Therefore no current limit resistor is required. Because of this, a ‘zero Ω’ resistor is used to connect the voltage supply of 5V directly to the Colour Changing LED.

Packages

LEDs are available in many shapes and sizes. The 5mm round LED is the most common. The colour of the plastic lens is often the same as the actual colour of light emitted – but not always with high brightness LEDs.

Advantages of using LEDs over bulbs

Some of the advantages of using an LED over a traditional bulb are:

Power efficiency	LEDs use less power to produce the same amount of light, which means that they are more efficient. This makes them ideal for battery power applications.
Long life	LEDs have a very long life when compared to normal light bulbs. They also fail by gradually dimming over time instead of a sharp burn out.
Low temperature	Due to the higher efficiency of LEDs, they can run much cooler than a bulb.
Hard to break	LEDs are much more resistant to mechanical shock, making them more difficult to break than a bulb.
Small	LEDs can be made very small. This allows them to be used in many applications, which would not be possible with a bulb.
Fast turn on	LEDs can light up faster than normal light bulbs, making them ideal for use in car break lights.

Disadvantages of using LEDs

Some of the disadvantages of using an LED over a traditional bulb are:

Cost	LEDs currently cost more for the same light output than traditional bulbs. However, this needs to be balanced against the lower running cost of LEDs due to their greater efficiency.
Drive circuit	To work in the desired manner, an LED must be supplied with the correct current. This could take the form of a series resistor or a regulated power supply.
Directional	LEDs normally produce a light that is focused in one direction, which is not ideal for some applications.

Typical LED applications

Some applications that use LEDs are:

- Bicycle lights
- Car lights (break and headlights)
- Traffic lights
- Indicator lights on consumer electronics
- Torches
- Backlights on flat screen TVs and displays
- Road signs
- Information displays
- Household lights
- Clocks

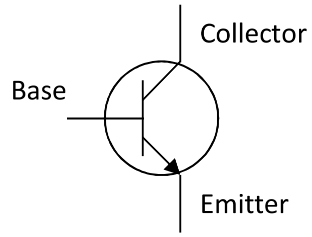
Using a Transistor as a Switch

Overview

A transistor in its simplest form is an electronic switch. It allows a small amount of current to switch a much larger amount of current either on or off. There are two types of transistors: NPN and PNP. The different order of the letters relate to the order of the N and P type material used to make the transistor. Both types are available in different power ratings, from signal transistors through to power transistors. The NPN transistor is the more common of the two and the one examined in this sheet.

Schematic symbol

The symbol for an NPN type transistor is shown to the right along with the labelled pins.



Operation

The transistor has three legs: the base, collector and the emitter. The emitter is usually connected to 0V and the electronics that is to be switched on is connected between the collector and the positive power supply (Fig A). A resistor is normally placed between the output of the Integrated Circuit (IC) and the base of the transistor to limit the current drawn through the IC output pin.

The base of the transistor is used to switch the transistor on and off. When the voltage on the base is less than 0.7V, it is switched off. If you imagine the transistor as a push to make switch, when the voltage on the base is less than 0.7V there is not enough force to close the switch and therefore no electricity can flow through it and the load (Fig B). When the voltage on the base is greater than 0.7V, this generates enough force to close the switch and turn it on. Electricity can now flow through it and the load (Fig C).

Fig A – Basic transistor circuit

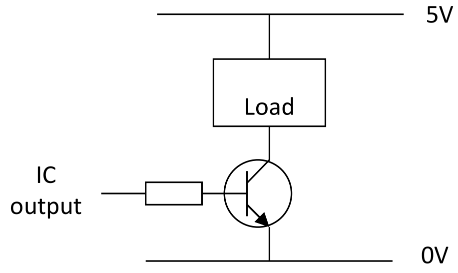


Fig B – Transistor turned off

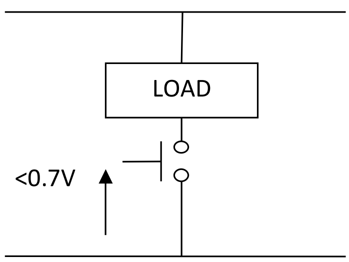
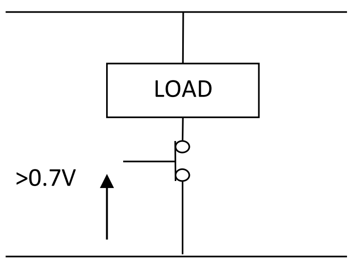
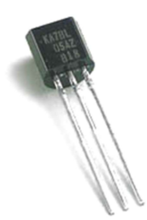


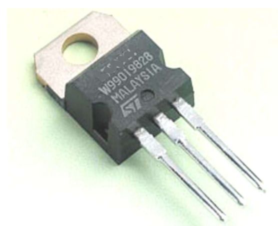
Fig C – Transistor turned on



Current rating

Different transistors have different current ratings. The style of the package also changes as the current rating goes up. Low current transistors come in a ‘D’ shaped plastic package, whilst the higher current transistors are produced in metal cans that can be bolted onto heat sinks so that they don’t over heat. The ‘D’ shape or a tag on the metal can is used to work out which pin does what. All transistors are wired differently so they have to be looked up in a datasheet to find out which pin connects where.

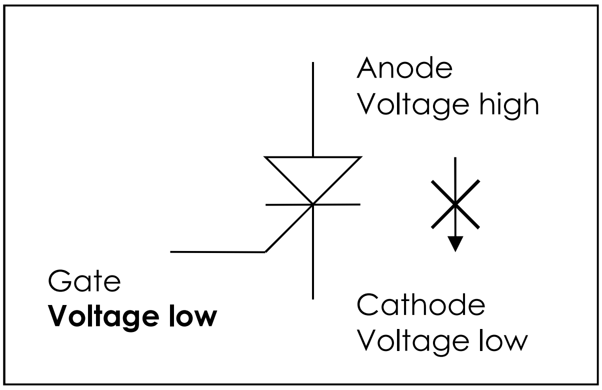




Thyristors

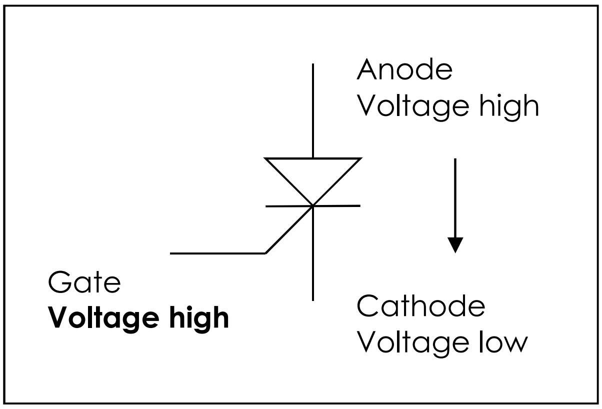
Step 1 - Thyristor off

A thyristor acts in the same way as a diode in that it will allow current (electricity) to flow from the Anode to the Cathode. It can not flow in the other direction.
When a circuit is powered up and there is no voltage on the gate of the thyristor, no electricity flows between the anode & cathode.



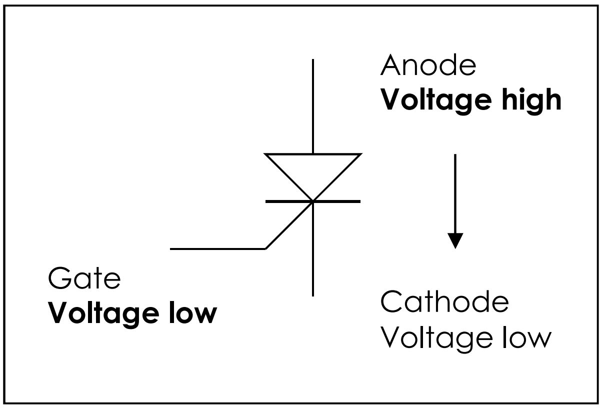
Step 2 - Thyristor turned on

The thyristor has a special characteristic where, the flow of electricity through the device can only happen once the Gate voltage (signal) has gone to a high voltage.



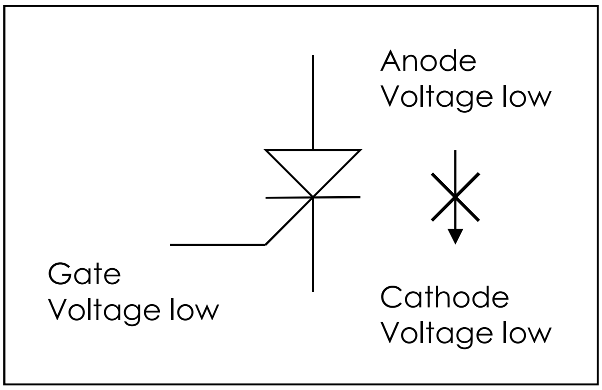
Step 3 - Thyristor latched on

This flow of electricity will continue even when the Gate returns to a low voltage. It is like a tap that once turned on can not be turned off. It is this characteristic that allows thyristors to be used in a latching circuit, where a high voltage signal on the Gate is used to latch on the flow of electricity through the device.



Step 4 - Thyristor turned off

The only way to unlatch (or reset) the thyristor is to stop the flow of electricity through the device by taking the voltage on the Anode low. When the Anode returns to a high voltage level, electricity will not be able to flow though the device until the Gate is taken to a high voltage again.



Instruction Manual

Your quiz buzzer is going to be supplied with some instructions. Identify four points that must be included in the instructions and give a reason why.

Point to include: Reason:	Point to include: Reason:
Point to include: Reason:	Point to include: Reason:

Evaluation

It is always important to evaluate your design once it is complete. This will ensure that it has met all of the requirements defined in the specification. In turn, this should ensure that the design fulfils the design brief.

Check that your design meets all of the points listed in your specification.

Show your product to another person (in real life this person should be the kind of person at which the product is aimed). Get them to identify aspects of the design, which parts they like and aspects that they feel could be improved.

Good aspects of the design	Areas that could be improved

Improvements

Every product on the market is constantly subject to redesign and improvement. What aspects of your design do you feel you could improve? List the aspects that could be improved and where possible, draw a sketch showing the changes that you would make.

Packaging Design

If your product was to be sold in a high street electrical retailer, what requirements would the packaging have? List these giving the reason for the requirement.

Requirement	Reason

Develop a packaging design for your product that meets these requirements. Use additional pages if required.

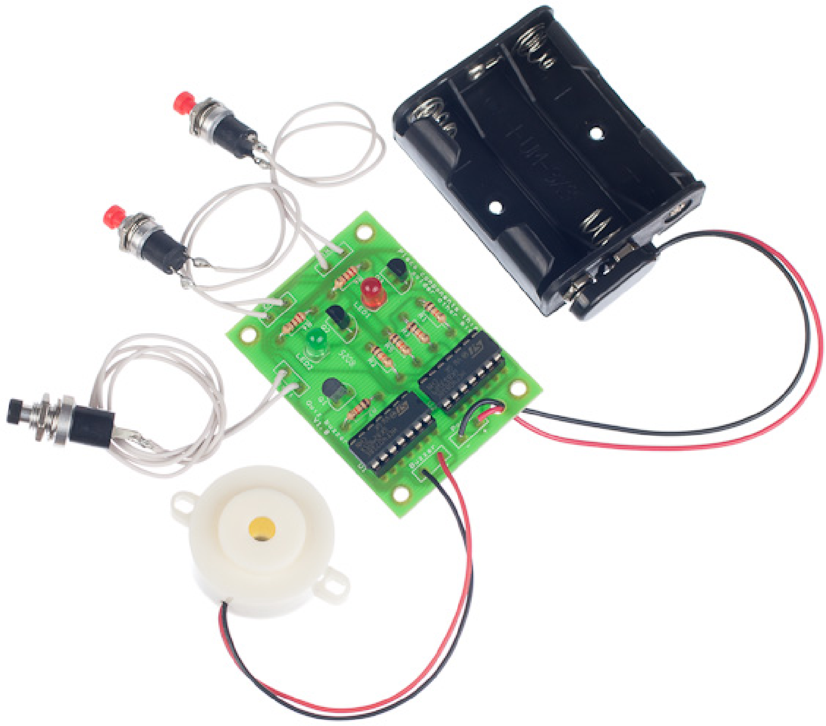
Kitronik

ESSENTIAL INFORMATION

BUILD INSTRUCTIONS
CHECKING YOUR PCB & FAULT-FINDING
MECHANICAL DETAILS
HOW THE KIT WORKS

WHO ANSWERED FIRST? FIND OUT WITH THIS

QUIZ BUZZER KIT



Version 2.0

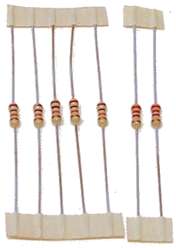
Build Instructions

Before you start, take a look at the Printed Circuit Board (PCB). The components go in the side with the writing on and the solder goes on the side with the tracks and silver pads.

1 PLACE RESISTORS

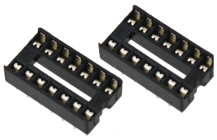
Start with the seven resistors:
The text on the PCB shows where R1, R2 etc go.
Ensure that you put the resistors in the right place.

PCB Ref	Value	Colour Bands
R1, R2, R3, R5 & R7	10K	Brown, black, orange
R4 & R6	220Ω	Red, red, brown



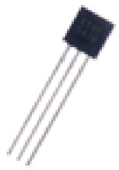
2 SOLDER THE IC HOLDERS

Solder the two Integrated Circuit (IC) holders into U1 and U2. When putting them into the board, be sure to get them the right way around. The notch on the IC holders should line up with the notch on the lines marked on the PCB.



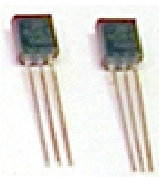
3 SOLDER THE TRANSISTORS

Solder the transistor into the board where it is labelled Q1. The transistor is a BC547B and will be marked C547B on the body of the device. Make sure that the device is the correct way around. The shape of the device should match the outline on the PCB.



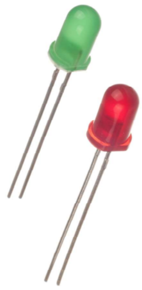
4 SOLDER THE THYRISTORS

Solder the two thyristors into the board where it is labelled Q2 and Q3. These are marked with the part number 2N5061. Again, make sure that the device is the correct way around. The shape of the device should match the outline on the PCB.



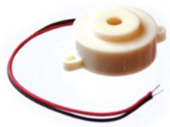
5 SOLDER THE LEDs

Solder the two Light Emitting Diodes into LED1 and LED2. The red LED should go in LED1 and the green LED in LED2. The LEDs won't work if they don't go in the right way around. If you look carefully one side of the LED has a flat edge, which must line up with the flat edge on the lines on the PCB. You may want to solder them in at a specific height depending upon how you have designed your enclosure (if you are making one). Once you are happy, solder them into place.



6 SOLDER THE BUZZER

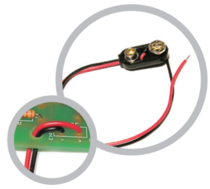
The buzzer should be soldered into the ‘buzzer’ terminal. The red wire must go to the ‘+’ terminal and the black wire must go to the ‘-’ terminal.



7 ATTACH THE BATTERY CLIP

Now you must attach the battery clip. Start by feeding the leads through the strain relief hole near U2. The wire should be fed in from the rear of the board.

The red lead should be soldered to the ‘+’ terminal and the black lead should be soldered to the ‘-’ terminal.



8 ATTACH THE SWITCHES

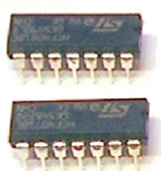
Attach the two Push to Make Switches – these have a **red button**. First cut and strip four short lengths of the wire supplied. Solder one to each of the two terminals on the switches. Then solder the other end of the wires on one of the switches to the PCB where it is marked ‘SW1’. It does not matter which way around the two wires go. Then do the same with the wires on the other switch but this time connect them to the PCB where it is marked ‘SW2’.

9 ATTACH THE RESET SWITCH

Attach the reset switch, this has a black button. First cut and strip two short lengths of the wire supplied. Solder one to each of the two terminals on the switch. Then solder the other end to the PCB where it is marked ‘reset’. It does not matter which way around the two wires go.

10 INSERT THE IC INTO THE HOLDER

The ICs can now be put into the holder, ensuring the notch on the chip lines up with the notch on the holder. IC HCF4071 should go into U1 and IC HCF4081 should go into U2.



Checking Your Quiz Buzzer PCB

Carefully check the following before you insert the batteries:

Check the bottom of the board to ensure that:
- All holes (except the 4 large (3mm) holes in the corners) are filled with the lead of a component.
- All these leads are soldered.
- Pins next to each other are not soldered together.

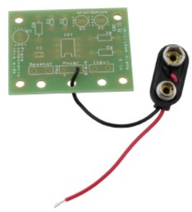
Check the top of the board to ensure that:
- The shape of the transistors and thyristors match the outline on the PCB.
- The notch on the IC holders, ICs and PCBs all match.
- The flat edge on each of the LEDs matches the outline on the PCB.
- The colour bands on R4 and R6 are red, red and brown.
- The red wire on battery clip goes to 'Power' '+' and the black to power '–'.
- The red wire on buzzer goes to 'Buzzer' '+' and the black to Buzzer '–'.
- The switch with the black button is connected to 'Reset'.

Adding an On / Off Switch

If you wish to add a power switch, don't solder both ends of the battery clip directly into the board, instead:

1

Solder one end of the battery clip to the PCB, either black to '-' or red to '+'.



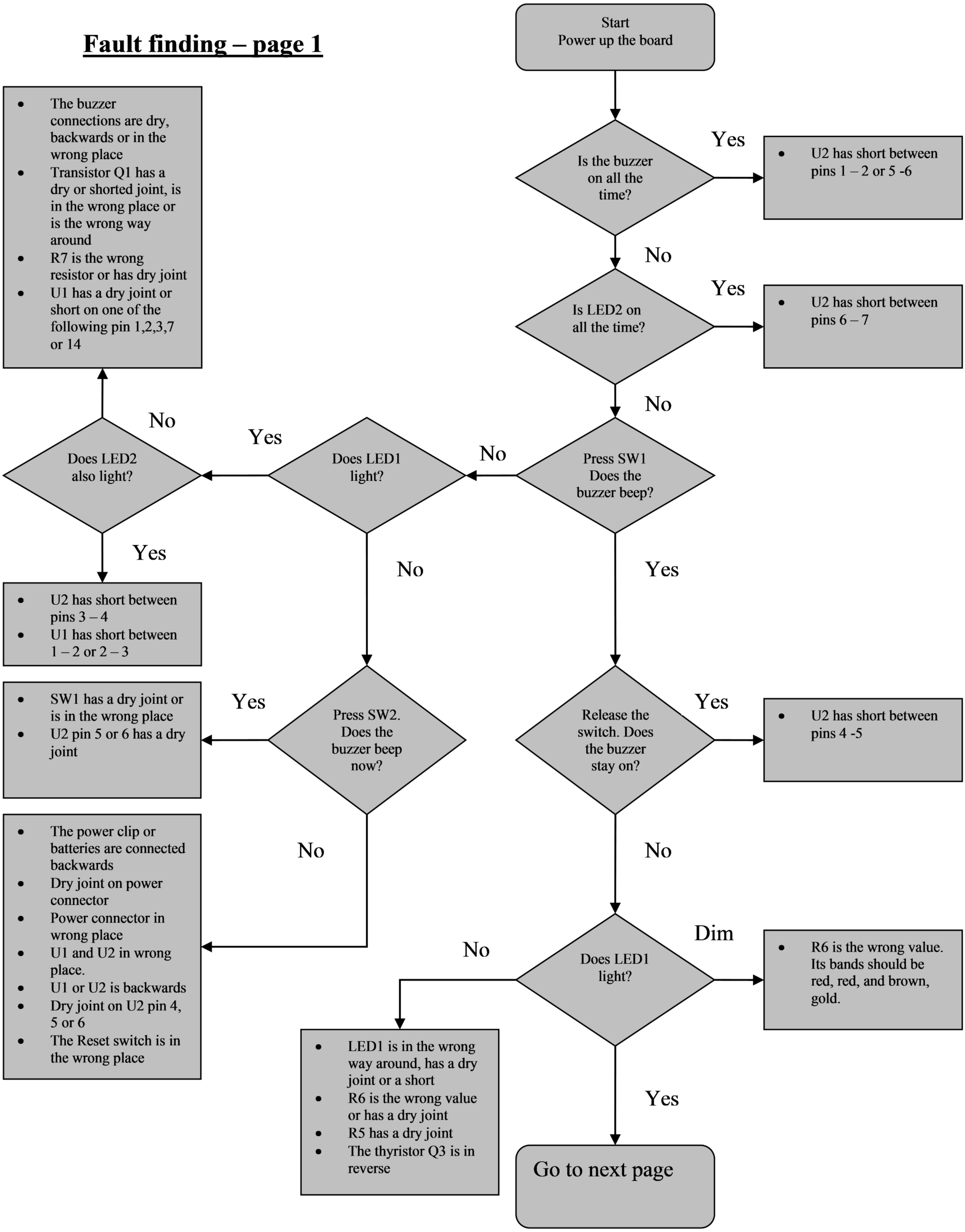
2

Solder the other end of the battery clip to the on / off switch.

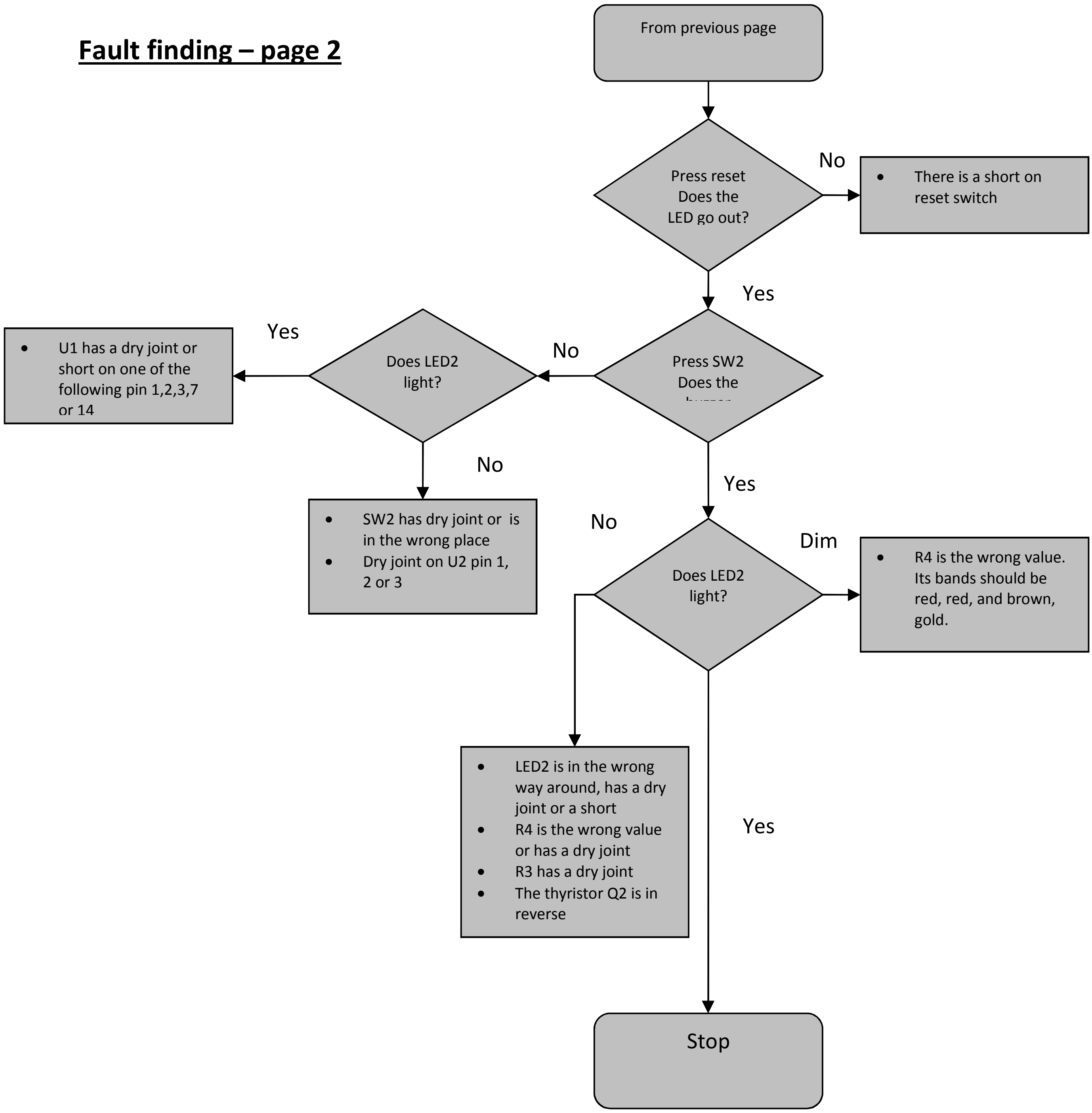
3

Using a piece of wire, solder the remaining terminal on the on / off switch to the remaining power connection on the PCB.

Fault finding – page 1



Fault finding – page 2



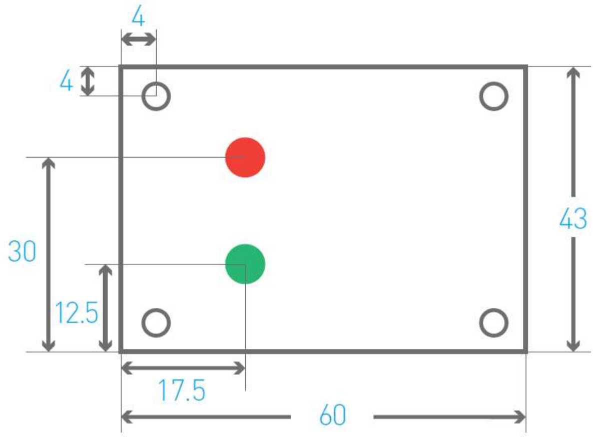
Quiz Buzzer Essentials

www.kitronik.co.uk/2116

Designing the Enclosure

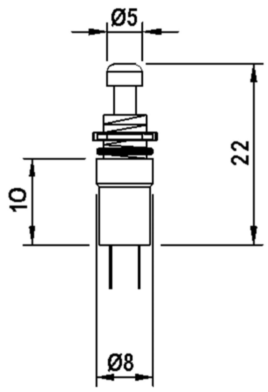
When you design the enclosure, you will need to consider:

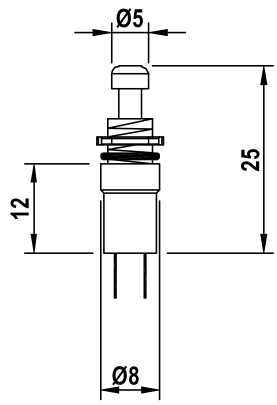
- The size of the PCB (right).
- Where the LEDs are mounted and how big they are.
- Where the batteries will be housed (bottom left, height 16mm).
- Where the switches will be mounted (Push to Make bottom middle, Push to Break bottom right).
- Where the buzzer will be mounted (below right).

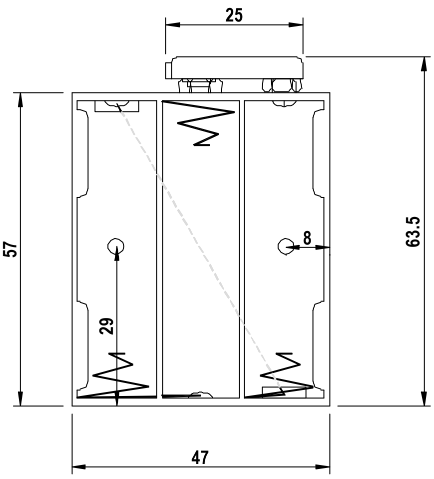


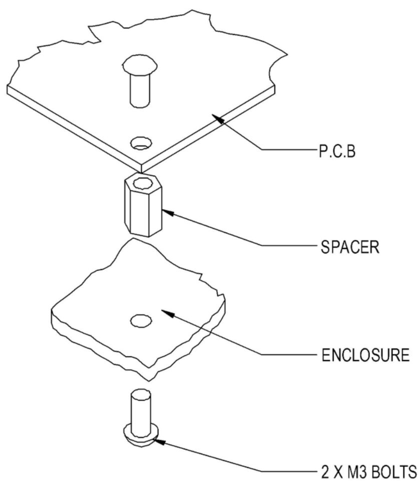
These technical drawing of the parts and the PCB should help you to plan this.

All dimensions in mm
x4 holes 3.3 mm diameter
x2 LEDs 5 mm diameter





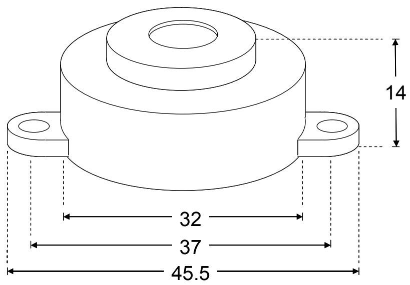




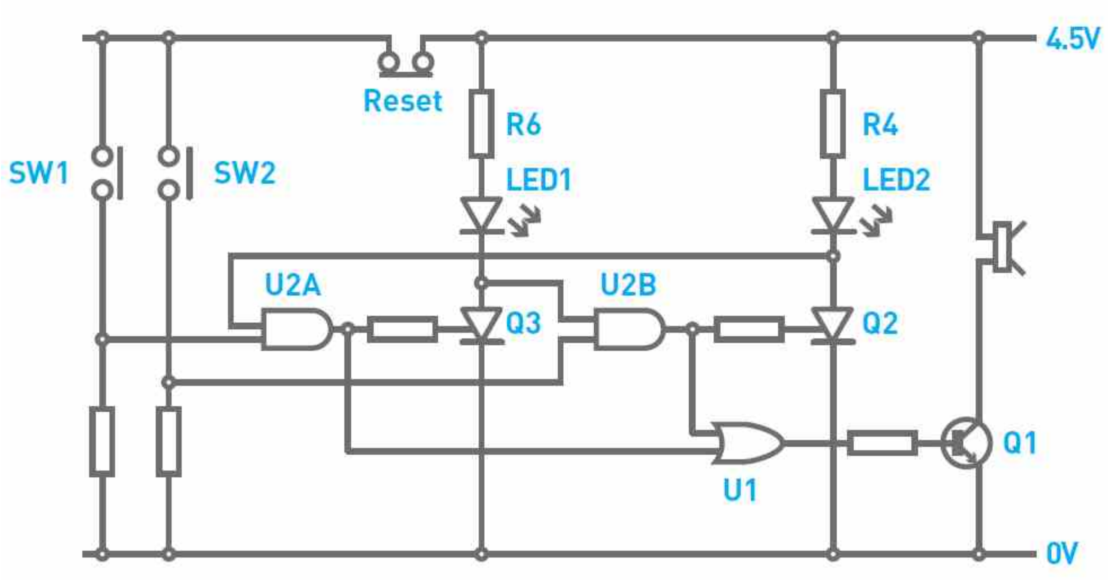
Mounting the PCB to the enclosure

The drawing to the left shows how a hex spacer can be used with two bolts to fix the PCB to the enclosure.

Your PCB has four mounting holes designed to take M3 bolts.



How the Quiz Buzzer Works



The quiz buzzer is based around two types of logic gates. There are two AND Gates and one OR Gate. Let's first examine Gate U2a. One input of the AND Gate is connected to the Push to Make Switch SW1 on the left of the circuit. These are the switches used by the quiz contestants.

The input on the AND Gate that this switch is connected to is normally in a 'low' state (when the button is not pressed). By pressing the button the input to the AND Gate is connected to V+, taking it 'high'. The other input to AND Gate U2a (that's not connected to the switch) is held 'high' when the circuit is reset. By taking the switch input 'high', both inputs to the AND Gate will be 'high' and, therefore, the output will go 'high'. This causes the gate of thyristor Q3 to go high.

This turns it on allowing electricity to flow through it, turning on LED1. As a result of this the anode of the thyristor will be at a 'low' voltage. This thyristor stays latched even if the switch is released. As the anode of the thyristor is connected to an input of U2b, it means that the output of that AND Gate cannot go high until the circuit is reset. The Other switch works in the same way with AND Gate U2b. The circuit is reset by putting the thyristors into a non-latched state, which happens when the Push to Break Switch is pressed and the voltage across the thyristors is removed.

When either the output of Gate U2a OR U2b is 'high', the output of U1 (OR Gate) will be 'high'. This causes the transistor Q1 to turn and the buzzer to sound.

Online Information

Two sets of information can be downloaded from the product page where the kit can also be reordered from. The 'Essential Information' contains all of the information that you need to get started with the kit and the 'Teaching Resources' contains more information on soldering, components used in the kit, educational schemes of work and so on and also includes the essentials. Download from:

www.kitronik.co.uk/2116

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