

# ACMA recognition certificate (Standard) Syllabus and examination information

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# Contents

<b>Introduction</b>	<b>1</b>
Operating an amateur radio with a Standard qualification	1
<b>Syllabus: ACMA recognition certificate (Standard)</b>	<b>2</b>
<b>Examination information</b>	<b>16</b>
Formulas	16
Symbols that may be used in the Standard examinations	17
Abbreviations	18
Phonetic alphabet	19



# Introduction

The ACMA recognition certificate (Standard) is suitable for people with an intermediate knowledge of radiocommunications at the hobby level.

It allows people to operate an amateur station on a limited set of frequencies (standard frequencies).

The syllabus and related examination for the ACMA Standard recognition certificate reflects the level of knowledge, skills and experience required to:

- > safely assemble an amateur station
- > operate it safely on the standard frequencies
- > not cause interference to other users and services.

This syllabus assumes that people seeking to become qualified in the amateur operator's Standard syllabus and examination are also familiar with the subject material in the ACMA recognition certificate (Foundation) syllabus.



## Operating an amateur radio with a Standard qualification

### Follow the operating conditions set out in:

- > the [Radiocommunications \(Amateur Stations\) Class Licence 2023](#) (known as the Amateur Class Licence)
- > the [Radiocommunications Licence Conditions \(Amateur Licence\) Determination 2015](#) (known as the Amateur LCD) – for beacon or repeater station operation
- > the [Radiocommunications Act 1992](#).

# Syllabus: ACMA recognition certificate (Standard)

## Notes:

- > Examination candidates will be supplied with reference materials to facilitate some of the assessment requirements. The materials may include look-up tables, formulas, diagrams, photographs, relevant class licences or licence condition determinations, band plans and physical examples.
- > Under the column 'Assessment objectives', the syllabus uses the following words to denote the differing levels of answer required:
  - > **Recall** indicates the requirement to recall a fact and apply it directly to the assessment question or situation. This may include using the supplied reference material.
  - > **Understand** indicates the need for more detailed knowledge of the subject.
  - > **Demonstrate** indicates that the candidate is required to carry out a physical task.
  - > **Identify** indicates that the candidate is required to identify particular objects, diagrams or other matters from a supplied set.
- > Reference to a 'transceiver' means a combined transmitter and receiver.

Section	Topic	Assessment objectives
<b>1. Nature of amateur radio</b>		
1.1	Nature of amateur radio	Recall that amateur radio is intended to facilitate hobby radiocommunications.
1.2	Types of licences	Recall that amateur radio activities are authorised under an amateur licence or the Amateur Class Licence, and the Amateur LCD for beacon and repeater stations. Other forms of licences authorise types of radiocommunications such as citizens band (CB), land mobile, point-to-point links and broadcasting.
1.3	Allocation of frequency bands	Recall that the amateur service operates on frequency bands allocated for amateur use.  Recall that the amateur service shares some frequency bands with other services.  Recall that services such as the broadcasting, aeronautical and maritime services are allocated frequency bands appropriate to their purpose.
<b>2. Licence conditions</b>		
2.1	Amateur conditions	Recall that operation of an amateur station is subject to conditions in the <i>Radiocommunications Act 1992</i> , the Amateur Class Licence and the Amateur LCD for beacon and repeater stations.

Section	Topic	Assessment objectives
2.2	Purpose of the amateur service	Recall that the Amateur Class Licence primarily authorises the operation of an amateur station for self-training in radiocommunications, intercommunication between amateurs and technical investigations into radiocommunications.
2.3	Communications by amateur stations	Recall that, except in relation to a distress or emergency situation, or participating in emergency services operations or training exercises, the Amateur Class Licence only authorises amateur-to-amateur communications.
2.4		Recall that particular conditions apply to the transmission of messages on behalf of a third party or messages to amateurs in another country.
2.5	Distress and urgency signals	<p>Recall that emergency and distress communications are signalled by the use of 'MAYDAY' and that these communications have priority over all other communications.</p> <p>Recall that anyone hearing a 'MAYDAY' call is responsible for passing the information on to appropriate authorities.</p> <p>Recall that some urgent situations not warranting the use of 'MAYDAY' are signalled by the use of 'PAN-PAN'. These calls should receive priority and should be reported to the appropriate authority.</p>
2.6	Station identification	Recall that correct station identification is required at the beginning and end of a transmission, and at least every 10 minutes during transmissions. Recall that any transmission, even a test transmission, must contain station identification.
2.7	Amateur call signs	Identify the categories of call signs used in the Australian amateur service. Identify call sign suffixes applicable to each licence category, call sign prefixes and state designators.
2.8	Secret messages	Recall that the transmission of secret coded or encrypted messages is generally not permitted.
2.9	Amateur frequency bands and emissions	Recall that the Amateur Class Licence authorises operation on certain frequency bands and the use of certain emission modes. Recall in which document the bands and modes are specified.
2.10	Permitted power output	Recall the maximum transmitter output power permitted under the Amateur Class Licence.
2.11	Notification of change of contact details	Recall that an operator should notify the Australian Communications and Media Authority (ACMA) of any change of contact details.
2.12	Harmful interference	Recall that a person must not operate an amateur station if operation causes harmful interference to other radio services.

Section	Topic	Assessment objectives
2.13	Authorised use of amateur stations	Recall that only people with suitable qualifications may operate a station.
2.14		Recall that a person without amateur qualifications may communicate via an amateur station provided the station is always under the full control of a qualified person.
2.15		Recall that an amateur station cannot be used for financial gain or reward.
2.16	The ACMA may obtain information or documents	Recall that the ACMA has the power to request information from an amateur, including producing evidence of their qualification.
2.17	Restriction of operation to avoid interference	Recall that ACMA has the right to restrict the operation of an amateur station to avoid harmful interference.
2.18	Use of the Amateur Class Licence and Amateur LCD	Recall specific licence conditions from the Amateur Class Licence and Amateur LCD for operating an amateur station.

### 3. Mathematics

3.1	Mathematics	<p>Understand addition, subtraction, multiplication and division.</p> <p>Understand fractions, percentage, and decimal notation.</p> <p>Recall units and sub-units (mega, kilo, UNIT, micro, and pico).</p> <p>Understand how to calculate using simple formulae.</p>
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### 4. Technical basics

4.1	Mains power	<p>Recall the voltage and frequency of the mains supply used in Australia.</p> <p>Recall the voltages and relationship between the single phase Active, Neutral and Earth.</p> <p>Recall the colour code of mains wiring.</p> <p>Understand the reason for the Earth connection (if provided) on mains operated equipment.</p> <p>Recall the purpose of a fuse and switch in the Active lead of mains operated equipment.</p>
4.2	Mains power supplies	Recall the different types of rectifier and smoothing circuits (i.e., half wave, full wave and bridge).
4.3		Understand the need for rectifier diodes to have a sufficient peak inverse voltage (PIV) rating.



Section	Topic	Assessment objectives
4.4	Voltage and current	Understand the meaning of voltage, electrical pressure, electromotive force and potential difference. Understand the meaning of electrical current.
4.5	Resistance	Understand the meaning of electrical resistance. Calculate the total value of resistors used in series, parallel and series-parallel combinations. <i>Note: Calculations will only involve resistors of the same value.</i>
4.6		Identify the value of a resistor using the resistor colour code.
4.7	Ohm's Law	Understand the relationship between voltage, current and resistance.
4.8	Power in DC circuits	Understand how to calculate the power in a DC circuit using current and voltage, current and resistance or voltage and resistance.
4.9	Capacitance	Recall that the unit of capacitance is the Farad. Recall that capacitor consists of two conducting surfaces separated by an insulator. Recall that the capacitance of a capacitor is influenced by the area and separation of the plates and the type of the insulator between the plates.
4.10		Understand that capacitors have a breakdown voltage and that they need to be used within that voltage. Recall that some capacitors are polarised and must be correctly connected.
4.11		Recall the dangers of stored charges on large or high voltage capacitors.
4.12		Understand and apply the formulae for calculating the combined values of capacitors in series, parallel and series-parallel combinations. <i>Note: Calculations will only involve capacitors of the same value.</i>
4.13	Inductance	Recall that the unit of inductance is the Henry. Recall that an inductor is normally a coil formed by a number of turns of wire. Recall that an inductor is able to store energy in its magnetic field. The ability of an inductor to store and use that stored energy is known as inductance.
4.14		Recall that the inductance of a coil increases with increasing number of turns, increasing coil diameter and decreasing spacing between turns.

Section	Topic	Assessment objectives
4.15		Understand and apply the formulae for calculating the combined values of inductors in series, parallel and series-parallel combinations. <i>Note: Calculations will only involve inductors of the same value.</i>
4.16	AC circuits	Understand that the root mean square (RMS) value of a sine wave has the same heating effect as a direct current of the same value and that it is equal to 0.707 of its peak value.
4.17		Recall that the period (time) of a sine wave is equal to $1/f$ seconds and that the frequency of a sine wave is equal to $1/T$ (where $f$ = frequency in Hertz and $T$ = time in seconds).
4.18		Understand that AC waveforms are expressed in degrees and that a complete cycle is equal to 360 degrees.
4.19	Impedance and reactance	Recall that the term 'reactance' describes the opposition to current flow in a purely inductive or capacitive circuit.
4.20		Recall that impedance is the total opposition to current flow in an AC circuit.
4.21	Tuned circuits	Recall that at resonance $X_L = X_C$ and that the impedance is resistive.
4.22		Recall that the Q factor is an indicator of the amount of losses in a tuned circuit.
4.23		Recall the impedance of series and parallel tuned circuits at resonance.
4.24	Transformers	Recall that a transformer usually consists of two or more coils of wire which are mutually coupled by a common magnetic field. A transformer may have a core material to increase the mutual coupling of the magnetic field.  Recall Faraday's law of induction: 'When relative motion exists between a conductor and a magnetic field a voltage is induced into the conductor.'
4.25		Recall the relationship between the voltage ratio and turns ratio and current ratio of a transformer.
4.26		Recall the cause and effects of eddy currents and the need for laminations (or ferrites) in transformers.
4.27	Solid state devices	Recall the forward voltage drop across typical semiconductor diodes.
4.28		Recall that a Zener diode can be used as a voltage regulator.
4.29		Recall that the varactor (varicap) diode behaves as a voltage variable capacitor.

Section	Topic	Assessment objectives
4.30		Identify the symbols of NPN and PNP transistors and the Field Effect Transistor (FET).
4.31		<p>Recall the basic external operational characteristics of NPN and PNP transistors and field effect transistors (FETs).</p> <p>Identify NPN or PNP transistors or a field effect transistor used in a common-emitter or common-source configuration.</p> <p><i>Note: Candidates are not required to have knowledge of the internal workings of a transistor. Questions about transistor circuits will be simple and limited to common emitter or common source configurations.</i></p>

## 5. Transmitters and receivers

5.1	Block diagrams of simple transmitters	<p>Identify the stages of a simple amplitude modulation (AM), single sideband (SSB) transmitter.</p> <p>Identify the stages of a simple frequency modulation (FM) transmitter.</p> <p><i>Note: The questions may involve a power supply, audio input stage, carrier oscillator, variable frequency oscillator (VFO), mixer (frequency converter), frequency multipliers, modulators, output amplifiers and output filters.</i></p>
5.2	Mixers	<p>Understand that mixers can be used to convert a signal on one frequency to another frequency.</p> <p>Understand that the mixing process also produces unwanted frequencies that must (usually) be filtered out.</p>
5.3	Modulation	<p>Recall the meaning of the term peak deviation as it applies to frequency modulation.</p> <p>Recall the meaning of depth of modulation as it applies to amplitude modulation.</p>
5.4		<p>Understand the basic principles of AM single sideband (SSB), AM double sideband (DSB) and FM modulators.</p> <p>Recall the relationship between the modulating audio and AM and FM output signals.</p> <p>Recall the advantages and disadvantages of AM (SSB) and FM signals.</p>
5.5		<p>Recall that Morse code, Radio Teletype (RTTY), Frequency Shift Keying (FSK), Phase Shift Keying (PSK) and Packet radio are types of digital transmissions.</p> <p>Recall that the bandwidth of a data transmission is dependent on the data transfer rate and the modulation type.</p>

Section	Topic	Assessment objectives
5.6	Amplifiers	<p>Understand the meaning of the terms 'linear' and 'non-linear' in relation to amplifiers.</p> <p>Understand the need for linear amplification and recall which forms of modulation require a linear amplifier.</p> <p>Determine the efficiency of an amplifier given the DC input power and the RF output power.</p>
5.7		<p>Understand the implications of the different types of modulation on the rated output power of a power amplifier (PA).</p> <p>Understand the term 'duty cycle' in relation to transmitters.</p>
5.8		<p>Recall the basic function of automatic level control (ALC) in a transmitter.</p> <p>Recall the function and use of a manual radio frequency (RF) power control.</p>
5.9	Transmission quality	Recall the effects of frequency drift and the importance of its minimisation.
5.10		<p>Recall that transmitters may radiate unwanted emissions such as harmonics and other spurious signals.</p> <p>Recall the use of low and band pass filters in minimising the radiation of unwanted emissions.</p>
5.11		Recall the meaning of the term 'parasitic oscillation'.
5.12		Understand that over modulation causes harmonics and other spurious emissions.
5.13	Receiver parameters and terminology	Understand the meaning of 'receiver sensitivity'.
5.14		Understand the meaning of 'receiver selectivity'.
5.15		Recall, in simple terms, the meaning of 'signal to noise ratio' as applied to a receiver specification
5.16	Simple block diagrams of a Receiver	<p>Identify the stages of a superheterodyne receiver and the basic functions of each stage.</p> <p><i>Note: The questions may involve a power supply, audio output stage, variable frequency oscillator (VFO), other oscillators, mixer (frequency converter), frequency multipliers, demodulators, amplifiers and filters.</i></p>
5.17	Frequency converters	Recall that the combined function of a mixer and a local oscillator is as a frequency converter.
5.18	IF amplifier	Recall the basic important characteristics of intermediate frequency (IF) amplifiers.
5.19		Recall that crystal and ceramic filters can be used to improve IF selectivity.

Section	Topic	Assessment objectives
5.20	Automatic gain control	Understand the purpose of an automatic gain control (AGC).
5.21	transceivers	Recall that a transceiver's transmitter and receiver often share oscillators and IF amplifier stages.  Recall the function and use of the receiver incremental tune (RIT) control.

## 6. Transmission lines and antennas

6.1	Transmission line basics	Understand that the velocity factor of a transmission line is the ratio of the velocity of radio waves in the transmission line to that in free space and that the velocity factor is always less than unity (1).  Recall that transmission line loss increases with increasing frequency.  Recall that low loss transmission lines are particularly important at VHF and higher frequencies.
6.2	Baluns	Understand that, when feeding a balanced antenna with unbalanced transmission line (coaxial cable), it is preferred practice to use a balun to prevent feedline radiation.  Recall that feedline radiation increases the possibility of interference to nearby electronic devices.
6.3	Standing waves	Understand that standing waves are caused by the interaction of forward and reflected waves on a transmission line.  Understand that standing waves occur when there is a mismatch between the transmission line impedance and the load (antenna) impedance.
6.4		Recall that the standing wave ratio (SWR) is a measure of the ratio of forward and reflected waves on a transmission line.  Understand that SWR can be determined by forward and reflected voltage, current or power.
6.5		Understand that standing waves may increase transmission line loss.  Recall that an SWR of 1.5:1 or less is acceptable.
6.6	Antenna Matching Units (ATU)	Understand that an ATU (also known as an antenna matching unit (AMU) or transmatch), can 'tune-out' reactive components of the antenna system feed-point impedance (before or after the transmission line) and can transform antenna system impedances to an acceptable resistive value.  Understand that if the ATU is located at the transmitter, it will have no effect on the actual SWR on the transmission line between the ATU and antenna.

Section	Topic	Assessment objectives
6.7	Antennas	Recall the relationship between the physical length of the antenna and the frequency of operation.
6.8		Recall that a low angle of vertical radiation is desirable for long distance communications.
6.9	Identification of common antennas	Identify a half-wave dipole, folded dipole, 1/4 wave ground plane, Yagi, and end-fed wire antenna.
6.10		Recall the current and voltage distribution on the dipole and $\lambda/4$ ground plane antennas. Recall the feedpoint impedances of half-wave dipoles, folded dipoles and quarter wave ground plane antennas.
6.11	Radiated power	Understand that the effective radiated power (ERP) of a transmission system is determined by the transmitter power and gains and losses in the antenna system. Calculate ERP for typical transmission systems.

## 7. Propagation

7.1	Electromagnetic radiation	Understand the relationship between wavelength and frequency. Recall that the unit of frequency of an electromagnetic wave is the Hertz.  Recall that the velocity of electro-magnetic radiation is 300 million metres per second.  Recall that an electro-magnetic wave has electric and magnetic fields, at right angles to each other and at right angles to the direction of travel.  Recall that the direction of the electric field relative to the surface of the Earth determines the polarisation of the signal.  Recall that transmit and receive antennas should have the same polarisation.
7.2		Recall that under free space conditions electro-magnetic waves travel in straight lines and spread out.
7.3	Ionosphere	Understand that the ionosphere comprises layers of ionised gasses and that the ionisation is caused primarily by solar emissions including ultra-violet radiation and charged solar particles.  Recall the ionospheric layers (D, E, F1 and F2) and relative heights to each other.  Recall that the cycles of the Sun influence HF radiocommunications.

Section	Topic	Assessment objectives
7.4		<p>Recall that the F2 layer provides the furthest refractions for HF signals (about 4000 km) and that the F1 and F2 layers combine at night.</p> <p>Recall that multiple refractions (hops) permit world-wide propagation.</p>
7.5		Recall that fading effects the strength of the received signal.
7.6		<p>Recall that the highest frequency that will be refracted over a given path is known as the 'maximum usable frequency' (MUF).</p> <p>Recall that the optimum working frequency (OWF) is 15% lower than the MUF.</p>
7.7		Recall that the D layer absorbs the lower radio frequencies during daylight hours and that it disappears at night.
7.8		Recall that seasonal changes affect the ionosphere and the suitability of different frequency bands for ionospheric communications.

## 8. Interference and Electromagnetic Compatibility (EMC)

8.1	Interference – points of entry into electronic equipment	<p>Understand that amateur transmissions may enter television and radio receivers through the radiofrequency or intermediate frequency stages.</p> <p>Recall that amateur transmissions can enter audio stages via long speaker leads or other interconnections.</p> <p>Understand that television receivers and most broadcast radio receivers employ superheterodyne circuits.</p> <p>Recall that frequencies used in television receivers include 50–225 MHz and 470–854 MHz (RF), 33–40 MHz (IF) and 0–5 MHz (video baseband).</p> <p>Recall that frequencies used in broadcast radio receivers include 525–1606 kHz and 88–108 MHz (RF) and, typically, 455 kHz and 10.7 MHz (IF).</p>
8.2		Understand that mast-head amplifiers and distribution amplifiers used for television reception are generally wide band devices and are easily overloaded by strong signals.
8.3		Understand the non-linearity of an overloaded audio amplifier can demodulate RF signals.
8.4	Filters	Identify the response curves of low pass, high pass, band pass and band stop (notch) filters.
8.5		Understand the use of high pass, low pass, bandpass and bandstop (notch) filters in providing interference immunity to affected electronic devices.

Section	Topic	Assessment objectives
8.6		Recall typical uses for low pass, high pass, band pass and band stop filters. Understand the use of ferrite beads or toroids in filtering.
8.7	EMC	Recall that reducing field strength to the minimum required for effective communication is good radio practice.
8.8		Recall that balanced antenna systems tend to cause fewer electro magnetic compatibility (EMC) problems than unbalanced antennas. Recall that the transmission line (balanced or unbalanced) should leave the antenna at right-angles to minimise EMC problems.
8.9		Understand that EMC problems in motor vehicles can interfere with the operation of computerised engine management and other electronic systems. Recall suitable precautions to minimise EMC problems in vehicles.
8.10		Recall that EMC problems have the potential for causing neighbourhood disputes. Understand the need for diplomacy, the sources of advice available and the role of the ACMA.

## 9. Operating practices and procedures

9.1	Equipment practices	Demonstrate connecting a transmitter/receiver safely to a power supply, microphone, transmission line and antenna.
9.2	Authorised frequencies and emissions	Identify frequencies and emissions that may be used under an ACMA recognition certificate. Recall that amateur band plans, by agreement, play an important part in managing interference between amateur stations.
9.3	Requirement not to transmit on frequencies in use	Recall and demonstrate the requirement to listen on a frequency before transmitting to ensure that interference will not be caused to other stations using the frequency.
9.4	Operating practices	Demonstrate, by making on-air contacts using appropriate calling procedures, the correct operation of HF and VHF/UHF transmitters. Demonstrate the use of a signal strength meter to make meaningful signal reports.
9.5	Operating through a repeater	Recall and demonstrate, using supplied reference material, the correct use of voice repeaters including the use of Continuous Tone Coded Squelch System (CTCSS) and Dual Tone Multiple Frequency (DTMF) access control systems.
9.6		Recall and demonstrate the need for leaving adequate breaks between transmissions when using voice repeaters.
9.7	Make an all-stations call and change frequency	Demonstrate an all-stations (CQ) call on HF and VHF or UHF, contacting another station and initiating a change of frequency (QSY) from the calling channel to a working channel.



Section	Topic	Assessment objectives
9.8	Transmitter measurements	Recall and demonstrate the measurement, or estimation, of the output power of a transmitter.  Demonstrate the measurement of SWR.
9.9	Correcting simple equipment maladjustments	Recall and demonstrate the correction of simple equipment maladjustments including high SWR, excessive modulation and excessive RF output power.
9.10	Recognised abbreviations	Recall that there are internationally recognised abbreviations that are commonly used in communications.  <i>Note: Questions will be based on the list of abbreviations in Appendix C.</i>
9.11	Phonetic alphabet	Recall that there is an internationally recognised phonetic alphabet and that its use is recommended.  <i>Note: Questions will be based on the list of abbreviations in Appendix D.</i>
<b>10. Safety</b>		
10.1	Dangerous voltages	Recall that high voltages and high currents are dangerous.
10.2	Electrical safety - equipment to be approved	Recall that any mains-operated equipment sold, hired or supplied must be approved by an electricity authority or other relevant authority.  Recall that approved equipment will have an approval label.
10.3	Awareness of State Electricity Authority requirements	Recall that it is necessary to check relevant requirements regarding unqualified people wiring and testing mains operated equipment. This includes leads, plugs and sockets connected to the household mains supply.
10.4	Electrical earthing	Recall why most mains powered radiocommunications equipment should have a safety earth connection.
10.5	Fuses	Recall that fuses prevent excessive currents that may cause heat damage or fires.
10.6	Correct fuse to be used	Recall that a correct fuse must be fitted to all electrical equipment.
10.7	Replacing fuses	Recall the precautions to be taken when replacing faulty fuses including the selection of a fuse rated in accordance with an equipment manufacturer's specifications or the requirements of an electricity supply authority.
10.8	Station layout for safety	Recall that the layout of an amateur station should take account of physical safety issues. Recall that trailing cables are trip hazards and dangerous.

<b>Section</b>	<b>Topic</b>	<b>Assessment objectives</b>
10.9	Power lead safety	Recall that frayed or damaged power leads are dangerous and should be replaced or repaired by an authorised person.
10.10	Know location and desirability of a mains OFF switch	Recall the desirability for a clearly marked switch to turn off all station equipment in an emergency.
10.11	Actions to be taken in the event of an accident involving electricity.	Recall that, in the event of an accident involving electricity, the first action is to safely switch off the power.
10.12	Electric shocks	Recall that a casualty of electric shock must not be touched unless the power has been switched off.
10.13	Call for help – use of resuscitation techniques	Recall that emergency services need to be called immediately and that cardiopulmonary resuscitation (CPR) may need to be administered.
10.14	Battery safety	Recall that batteries contain chemicals and emit fumes and may explode if punctured or exposed to flames or sparks.
10.15	Antennas and safety	Recall that it is important for all people (and animals) to be kept at a safe distance from antennas.
10.16	Radio waves can be dangerous	Recall that electromagnetic radiation (EMR) can be dangerous. Recall that the level of danger varies with frequency, power and proximity.
10.17	Safe distance	Recall that the distance from an antenna that is safe depends on the ERP, operating frequency, antenna type and orientation.
10.18	Antenna erection	Recall that antenna erection is potentially dangerous and should be carried out by suitably qualified persons.
10.19	Securing and siting antennas	Recall that antennas and their fittings must be suitably located and secured and must never be connected to, or sited close to, mains poles and lines.
10.20	Lightning protection	Recall that it is good practice to install lightning protection on antennas, disconnect antennas from any radio equipment before a thunderstorm and never operate an amateur radio during a thunderstorm.
10.21	Safe use of headphones.	Recall that excessive volume when wearing headphones can cause damage to human hearing.
10.22	Station security	Recall that an operable Amateur station must not be accessible to unauthorised persons.

Section	Topic	Assessment objectives
<b>11. Measurements</b>		
11.1	Frequency measurements	Recall the uses and limitations of crystal calibrators, digital frequency counters and standard frequency transmissions.
11.2	RF Power measurements	Recall that RF output power measurements are to be made with suitably calibrated power measurement device.
11.3	SWR measurements	Recall that SWR measurements should be made with a suitable measuring device and that frequent checking of SWR is a good practice to avoid transmitter damage and potential interference.
11.4	Multimeter measurements	Understand the use of a multimeter to measure voltage, current and resistance.

# Examination information

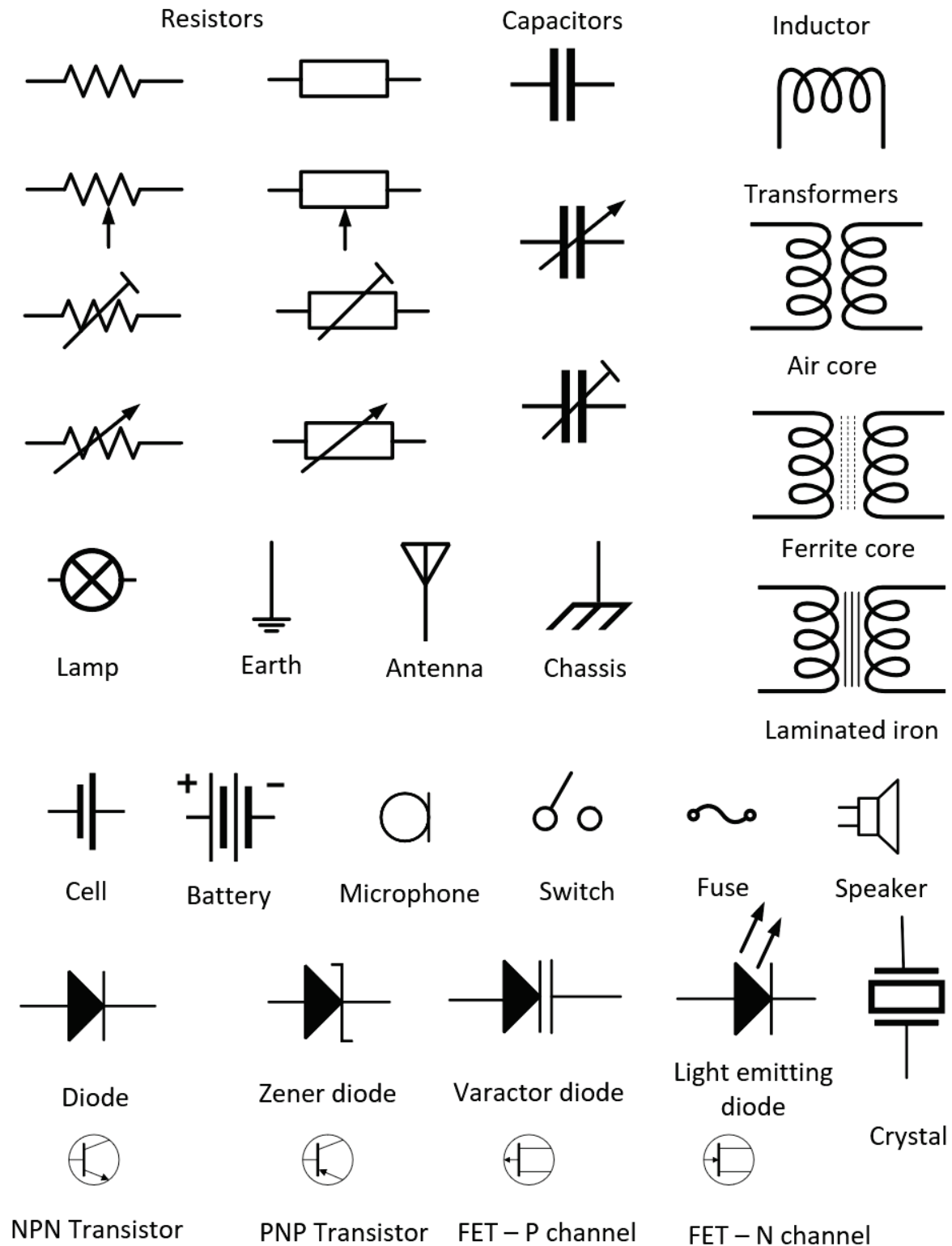
1. The examination comprises:
  - a) a multi-choice question paper of 50 questions covering theory. Questions may be drawn from all parts of the syllabus other than parts 1, 2 and 9
  - b) a multi-choice question paper of 30 questions covering regulations. Questions may be drawn from Parts 1 and 2 of the syllabus
  - c) a practical component of operating knowledge and skills:
    - > assessment will be based primarily on Part 9 of the syllabus, however the assessment may address matters included in Parts 2 and 10 of the syllabus
    - > where possible, the practical component will be carried out under actual operating conditions.
2. The Amateur Radio Qualification Framework provides clarification about exemptions to aspects of the examination when a candidate has obtained recognised amateur radio domestic qualifications.
3. A pass in the theory or regulations, or demonstrated competence in the practical component of the examination, will remain valid until a pass in all Parts of the examination is obtained.
4. The examination may be undertaken in one session or as part of a course of training.
5. Sixty (60) minutes is allowed for the theory paper where the examination is undertaken at one session.  
Thirty (30) minutes is allowed for the regulations paper where the examination is undertaken at one session.
6. An ACMA recognition certificate will be issued to persons who correctly answer 70% of the questions in both the theory and regulations papers and demonstrate competence in all elements of the practical component of the examination.

## Formulas

This formula sheet will be provided to candidates in the examination and may be used to answer any question.

$R_T = R_1 + R_2 + R_3$	$L_T = L_1 + L_2 + L_3$	$I = \frac{E}{R}$	$P = EI$
$\frac{1}{R_T} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$	$\frac{1}{L_T} = \frac{1}{L_1} + \frac{1}{L_2} + \frac{1}{L_3}$	$E = IR$	$P = \frac{E^2}{R}$
$C_T = C_1 + C_2 + C_3$	$p = \frac{1}{f} \quad f = \frac{1}{p}$	$R = \frac{E}{I}$	$P = I^2 R$
$\frac{1}{C_T} = \frac{1}{C_1} + \frac{1}{C_2} + \frac{1}{C_3}$	$\lambda = \frac{c}{f}$	Amplifier efficiency % = $\frac{\text{Power Out}}{\text{Power In}} \times 100$	

## Symbols that may be used in the Standard examinations



## Abbreviations

QRK What is the readability of my signals? The readability of your signals is ...

QRM Are you being interfered with? I am being interfered with

QRN Are you troubled by static? I am troubled by static

QRO Shall I increase transmitter power? Increase transmitter power

QRP Shall I decrease transmitter power? Decrease transmitter power

QRS Shall I send more slowly? Send more slowly

QRT Shall I stop sending? Stop sending

QRZ Who is calling me? You are being called by ...

QRV Are you ready? I am ready

QSB Are my signals fading? Your signals are fading

QSL Can you acknowledge receipt? I am acknowledging receipt

QSO Can you communicate with ... direct? I can communicate with ... direct

QSY Shall I change frequency? Change to another frequency

QTH What is your location? My location is ....

BK Signal used to interrupt a transmission on progress

CQ General call to all stations

CW Continuous wave or Morse code

DE From, used to separate the callsign of the station called from that of the calling station

K Invitation to transmit

MSG Message

PSE Please

R Received

RX Receiver

TX Transmitter

UR Your

## Phonetic alphabet

A Alpha	J Juliet	S Sierra
B Bravo	K Kilo	T Tango
C Charlie	L Lima	U Uniform
D Delta	M Mike	W Whiskey
E Echo	N November	X X-ray
F Foxtrot	O Oscar	Y Yankee
G Golf	P Papa	Z Zulu
H Hotel	Q Quebec	
I India	R Romeo	