

# KNOWLEDGE (worth 40%)

Enter your candidate number here:

## General instructions for KNOWLEDGE part

Enter your candidate number in the box above.

SAVE the document with your 5-digit candidate number (**not** your name) in the filename.

*Example:*

If your candidate number is 23456, save the document as: K\_IPEdExam\_SAMPLE\_23456.pdf

There are 6 questions in the KNOWLEDGE part. You must answer questions 1 and 2, and any 2 of questions 3–6.

- Each question contains several sub-questions. You must do the number of sub-questions indicated in the instructions for each question.
- Each question is worth 20 marks. The maximum mark possible is 80. Your total out of 80 for the 4 questions is divided by 2 to produce a score out of 40 for this part.
- Unless a report, letter or specific communication of some kind is asked for, all answers can be provided in note form. Ensure your notes are complete and clear.
- Avoid using abbreviations unless you explain them clearly.
- You are not expected to check errors of fact in any of the editing exercises in this part of the exam.
- See the [Keystroke guidelines](#) for how to apply formatting such as italics, insert special characters such as dashes, and to cut, copy, paste or undo.
- You should be able to write your answers in the space provided. If you feel you need more space for a particular question, use the spare text boxes provided in the [Answer\(s\) continued](#) section at the end of the paper – remember to make a note of this in the answer box for that question.

Use the [links](#) to navigate within the document.

Before you finish, check you have indicated which 2 optional questions you have done in the [KNOWLEDGE Questions – Summary list](#) on the next page.

Make sure you SAVE your document regularly.

[Go to Questions – Summary list](#)

[Go to Keystroke guidelines](#)

# SAMPLE ONLY

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## KNOWLEDGE Questions – Summary list

There are 6 questions. In the list below, click on a question number to go to that question.

### ***Compulsory questions 1 and 2***

#### Question 1

#### **Professional practice**

Answer **any 4 out of 5** sub-questions on features of a publication, imprint pages, terminology of editing practice, accessibility standards and principles, and editing for online viewing.

#### Question 2

#### **Ethical and legal matters**

Answer **all 4** sub-questions about using pictures, personal details, content relating to First Nations peoples, and legal terminology.

### ***Optional questions***

You must answer 2 of the following 4 questions. Indicate which 2 questions you answered by checking the box to the left of that question. (If you change your mind, make sure you deselect the old question in addition to selecting the new question.)

#### Question 3

#### **Management and liaison**

Answer **all 5** sub-questions on defining a project, actions in a project schedule, maintaining a project schedule, adapting a project schedule, and items to include in an editing agreement.

#### Question 4

#### **Substance and structure**

Answer **any 4 of 5** sub-questions on lists, heading hierarchy, principles of headings, transition words and phrases, and logical sentence order.

#### Question 5

#### **Language and illustrations**

Answer **any 4 of 5** sub-questions on numbers and units, language features, setting off information, using graphs to present data, and developing an artwork brief.

#### Question 6

#### **Completeness and consistency**

Answer **any 4 of 5** sub-questions on checking first page proofs, style sheets, digital content usability and functionality, parts of a table, and elements in references.

### ***Extra writing space***

If you continued any of your answers in the extra boxes at the end of the document, check the box below.

Answer(s) continued

Extra writing space

## Keystroke guidelines

### Undoing mistakes

If you make a mistake, **undo** by typing **Ctrl + Z** (Windows) or **Cmd + Z** (Apple).

### Cut, copy and paste text in this PDF

- **Cut** text by selecting the text and typing **Ctrl + X** (Windows) or **Cmd + X** (Apple).
- **Copy** text by selecting the text and typing **Ctrl + C** (Windows) or **Cmd + C** (Apple).
- **Paste** text by positioning the cursor where required and typing **Ctrl + V** (Windows) or **Cmd + V** (Apple).

### Formatting in this PDF

To apply or remove **bold**, *italics* or underline to text, select the text and type the following keystrokes:

- |                      | Windows users:    | Apple users:     |
|----------------------|-------------------|------------------|
| • <i>Italics</i> :   | • <b>Ctrl + I</b> | • <b>Cmd + I</b> |
| • <b>Bold</b> :      | • <b>Ctrl + B</b> | • <b>Cmd + B</b> |
| • <u>Underline</u> : | • <b>Ctrl + U</b> | • <b>Cmd + U</b> |

### Special characters in this PDF – dashes, hyphens, apostrophes

To type an **en rule** (–):

- (All users) type 2 hyphens (--); or
- (Apple users only) type **Option + -** (hyphen); or
- (Windows users only) type **Alt + 0150** or, on the number pad only, **Ctrl + -** (hyphen)

To type an **em rule** (—):

- (All users) type 3 hyphens (---) or 2 en rules (—) using the method above; or
- (Apple users only) type **Shift + Option + -** (hyphen); or
- (Windows users only) type **Alt + 0151** or, on the number pad only, **Ctrl + Alt + -** (hyphen).

Insert spaces either side if required.

In this part, the following will be ignored in awarding marks:

- apostrophes and quotation marks that are straight ( ' " ), not curly ( ‘ ’ , “ ” )
- your choice of dash style (i.e. em rule or en rule, with or without spacing) and quotation mark style (i.e. single or double quotation marks), provided your usage in a single passage is consistent.

## Question 1. Professional practice

Answer **any 4** of the following 5 sub-questions (1.1–1.5).

Marks are shown beside each sub-question. (Total 20 marks)

- 1.1 Match 5 publication features to publication types. (5 marks)
- 1.2 List 5 items that appear on an imprint page. (5 marks)
- 1.3 Answer 5 questions about terms used in editing. (5 marks)
- 1.4 Identify 1 set of standards and 4 principles relating to accessibility. (5 marks)
- 1.5 Identify 5 ways to make text suitable for online viewing. (5 marks)

### 1.1 Features of a publication

For each of the 5 kinds of publications below (**a–e**), choose the set of features it would be most likely to have from the list below. Copy and paste the correct set of features into the box next to the publication type. (5 marks)

#### Features sets:

- 4-colour throughout, cartoons, technical diagrams, lists, answer section, boxed text
- black-and-white photographs on glossy paper in 3 special sections within the book
- executive summary, tables, lists, available on website as PDF or a Word document
- matt art paper, 4-colour photographs throughout
- screen shots, bullet lists, tips

	Publication type	Features
a.	beginner computer guide	
b.	cookbook by TV chef	
c.	government report	
d.	hardback biography	
e.	year 10 maths textbook	

[Question 1.2 is on the next page]

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## 1.2 Imprint pages

Name **5** separate items that normally appear on a publisher's imprint page. (5 marks)

a.	
b.	
c.	
d.	
e.	

## 1.3 Terminology of editing practice

Answer the following **5** multiple-choice questions (**a–e**). Select the best option (A, B, C or D) by clicking the button beside that option. (5 marks)

- a.** In managing a project, it's important for editors to have a system in place to handle successive drafts of a manuscript, updating filenames and archiving older drafts to ensure that only the current draft is worked on. What is this practice called?
- A** line editing  
**B** open access  
**C** track changes  
**D** version control
- b.** When a piece of writing is being edited, a specialist may be engaged to identify potential issues that could cause harm or offence, particularly to marginalised readers. What is such a specialist called?
- A** authenticity reader  
**B** proofreader  
**C** sensitivity reader  
**D** style guide
- c.** In order to reproduce copyright text or artwork, authorisation must be obtained. What is this authorisation called?
- A** citation  
**B** metadata  
**C** permissions  
**D** usage

[Question 1.3 continues on the next page]

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(1.3 continued)

- d.** Before print publication, a typeset, laid-out or formatted version of content is created for final review. What is this version called?
- A** end matter
- B** imprint page
- C** prepress
- D** proof
- e.** An editor may be called on to write a brief description of a book to appear on its back cover or to be used for publicity. What is this description called?
- A** backlist
- B** blurb
- C** synopsis
- D** wraparound

#### 1.4 Accessibility

- a.** Name the international set of standards for making digital publications accessible. (1 mark)

--

- b.** List the 4 user needs that comprise the core principles of these standards (i.e. those you identified in sub-question 1.4.a). (4 marks)

i.

ii.

iii.

iv.


[Question 1.5 is on the next page]

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## 1.5 Editing for online viewing

The following passage has been written for the “Getting to the Gallery” page of an art gallery website. The gallery’s communications manager has asked you to review it and suggest ways to make it more readable when viewed online.

### Passage:

#### Getting to the Gallery

The State Art Gallery is located in the heart of the city at 45 William Street. A range of transport options is available to enable visitors to get to the Gallery, including bus and train, and there is ample parking. One option is the free City Circle Bus service, which stops outside the Gallery entrance in William Street. Also, several suburban bus routes stop at the Gallery, including the 241 and 244 from the southern suburbs, the 452 from the northern suburbs and the 389 from the inner east. For timetable information, it is suggested that patrons visit the State Transport website. For those coming by train, the Gallery is a 5-minute walk from Central Station. If coming to the Gallery by train, patrons should exit the station on Adelaide Street and head north. Several car parking facilities are available near the Gallery, including Wilkinson Parking in James Street and the Council Car Park in Adelaide Street. Metered street parking is available on William Street. There are three dedicated accessible parking spaces outside the entrance on William Street. For cyclists, there are bike racks in William Lane beside the Gallery. Patrons who require information about access for people with disability are advised to visit the Access page of this website.

List **5** ways in which you could make this text more readable for an online audience. (5 marks)

a.

b.

c.

d.

e.

End of Question 1.

*Return to start of [Question 1](#) or use the links below  
to navigate to another part of the document.*

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## Question 2. Ethical and legal matters

Answer **all 4** sub-questions (2.1–2.4). (Total 20 marks)

- 2.1 Answer 3 questions about using pictures. (6 marks)
- 2.2 Answer 2 questions about using personal information. (4 marks)
- 2.3 Answer 2 questions about content relating to First Nations peoples. (5 marks)
- 2.4 Supply correct legal terms for 5 definitions. (5 marks)

Sub-questions 2.1 and 2.2 are based on the following scenario. You may answer in note form.

### Scenario:

You are working as a freelance editor, editing mainly technical documents and reports for scientists and researchers. A report comes to you from a researcher who asks you to give the report a thorough edit because they are considering having the report printed, bound and sold via their organisation's website.

The first thing you notice when you skim through the report is the large number of pictures. Most of the pictures have a caption that includes the website from which the picture was taken.

You begin to edit the research report and notice that an appendix contains a list of people's names, residential addresses and personal contact numbers.

### 2.1 Using pictures

Answer all **3** questions (**a–c**) in relation to the above scenario.

- a. Explain the legal and compliance problem associated with the pictures in the report. (1 mark)

- b. As the editor of the report, what is your responsibility with regard to the legal and compliance problem identified in question 2.1.a above? (1 mark)

- c. List **4** things (**i–iv**) you could do to help the author resolve the legal and compliance problem identified in question 2.1.a above. (4 marks)

i.

[Question 2.1.c continues on the next page]

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(2.1.c continued)

ii.

iii.

iv.

## 2.2 Using personal information

Answer both of the following short-answer questions (a and b) in relation to the scenario on the previous page.

- a. Explain the legal and compliance issue associated with the list of people's names and personal contact details in the appendix of the report. (1 mark)

--

- b. Explain 3 options you might suggest to the report author to resolve the issue. (4 marks)

i.

ii.

iii.


## 2.3 Working with First Nations cultures and communities

- a. Copyright law (which lasts for the life of the author plus a set number of years) may be difficult to apply to a collection of First Nations stories. Give 4 brief reasons (i–iv) why this might be the case. (4 marks)

i.

--

[Question 2.3 continues on the next page]

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(2.3.a continued)

ii.

iii.

iv.

b. Consider the following scenario:

You are copyediting a project about a First Nations community that derives many of its spellings from firsthand colonial sources.

Do you think this is appropriate? Answer **yes** or **no**, and give a short justification for your answer. (1 mark)

## 2.4 Legal terminology

Supply the correct term for each of the definitions **a–e** below. (5 marks)

	Definition	Term
a.	an attempt to pass off another author's work as one's own	
b.	an author's right to prevent others from using their material without permission	
c.	the allowable use of part another author's work without permission, for certain purposes, such as research, criticism or parody	
d.	the rights of an author to be credited as the author of their work and not have their work altered in a way that would harm their reputation	
e.	a written or spoken statement that damages someone's reputation in the eyes of reasonable people	

End of Question 2.

Return to start of [Question 2](#) or use the links below  
to navigate to another part of the document.

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## Question 3. Management and liaison

Answer **all 5** sub-questions (3.1–3.5). (Total 20 marks)

- 3.1 List 5 questions to define a project. (5 marks)
- 3.2 Enter key actions in a project schedule. (5 marks)
- 3.3 Describe 3 ways to maintain a project schedule. (3 marks)
- 3.4 Describe 2 ways to adapt a project schedule. (2 marks)
- 3.5 List 5 items to include in an agreement. (5 marks)

Sub-questions 3.1–3.4 are based on the following scenario. You may answer in note form.

### Scenario:

You are a freelance editor. The managing editor of a government publications unit contacts you in early March to ask if you are available to edit a 40,000-word printed report on new developments in urban landscape design, titled *Greening our spaces*. It is due to be published in mid-June.

The manuscript will be ready for editing on 10 March. The previously booked editor has dropped out at the last minute.

The managing editor advises that the picture research will be handled in-house, but that you will be responsible for creating a picture research brief. There is also an extensive reference list. The report will be typeset and printed locally.

### 3.1 Project definition

List **5** questions you would ask the managing editor in the above scenario, to clarify the details of the proposed job. (5 marks)

a.	
b.	
c.	
d.	
e.	

[Question 3.2 is on the next page]

[Go to Keystroke guidelines](#)

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[Go to Answer\(s\) continued](#)

### 3.2 Project scheduling

Continuing the [scenario](#) on the previous page:

The managing editor books you to edit and manage the project from receipt of manuscript to delivery of final files. You have inherited the schedule of the previously booked editor. However, 5 key milestones or actions are missing from it:

- Send print-ready PDFs to printer.
- Receive second page proofs; check and send to proofreader.
- Receive first page proofs from typesetter.
- Index received; send to typesetter.
- Hand over picture research brief to in-house researcher.

Complete the schedule below by entering the **5** missing milestones/actions (listed above) in weeks 2, 6, 8, 10 and 13 (**a–e**). (5 marks)

**Schedule:**

	Week # beginning	Milestone or action
	1 Mon 10 March	Receipt of manuscript. Commence editing MS. Commence picture research brief.
<b>a.</b>	2 Mon 17 March	
	3 Mon 24 March	Send queries to authors. Pictures received; write captions and indicate placement of images in MS.
	4 Mon 31 March	Author queries resolved. Send edited MS to authors/ department for review and approval.
	5 Mon 7 April	Send approved edited MS to typesetter.
<b>b.</b>	6 Mon 14 April	
	7 Mon 21 April	Edit of 1st pp complete, send to typesetter for corrections.
<b>c.</b>	8 Mon 28 April	
	9 Mon 5 May	Review proofreader corrections, send MS to typesetter and indexer.
<b>d.</b>	10 Mon 12 May	
	11 Mon 19 May	Receive third pages (including index) from typesetter. Check 3rd pp, send back to typesetter for further corrections if necessary.
	12 Mon 26 May	Receive 4th pp from typesetter. Final check of pages, then deliver to managing editor for approval.
<b>e.</b>	13 Mon 2 June	
	14 Mon 9 June	Check printer proofs – final OK to print. Publication date 13 June.

[Question 3.3 is on the next page]

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### 3.3 Monitoring and managing a project schedule

Continuing the [scenario](#) on page 11:

The managing editor now advises that the complete manuscript will be delayed in coming to you by more than a week.

Describe **3** actions you could take that might keep the project running to schedule. (3 marks)

a.

b.

c.

### 3.4 Adapting a project schedule

Continuing the [scenario](#) on page 11:

You start your edit, and find that one chapter takes a significantly long time to edit, putting you behind schedule.

Describe **2** actions you could take to avoid this delay affecting the end date of the project. (2 marks)

Note: Do not repeat any actions you described in question 3.3. Repeats will not be awarded marks here.

a.

b.

[Question 3.5 is on the next page]

### 3.5 Agreements

List **5** matters that should be covered in a letter of agreement between a freelance editor and an author for an editing job on a manuscript. (5 marks)

Note: This question is not based on any particular scenario.

a.	
b.	
c.	
d.	
e.	

End of Question 3.

*Return to start of [Question 3](#) or use the links at the bottom of the page to navigate to another part of the document.*

## Question 4. Substance and structure

Answer **any 4** of the following 5 sub-questions (4.1–4.5).

Marks are shown beside each sub-question. (Total 20 marks)

- 4.1. Convert text to a vertical list. (5 marks)
- 4.2. Edit headings for sound hierarchy and parallel wording. (5 marks)
- 4.3. List 5 points to consider for sound headings. (5 marks)
- 4.4. Add transition words to clarify relationships between sentences. (5 marks)
- 4.5. Reorder sentences to create a structurally sound paragraph. (5 marks)

### 4.1 Lists

Convert the run-on list below into a vertical list with bullet points and an appropriate introductory phrase or sentence. To indicate a bullet, type a hyphen or dash. (5 marks)

#### Run-on list:

Wear clothes that you are happy to get wet in on the kayaking excursion (e.g. shorts and T-shirt), shoes that are sturdy enough for clambering up the riverbank – no slip-ons or thongs, and bring hat, don't forget sunscreen, sunglasses, attach a strap in case they fall off, water bottle, a small towel often comes in handy too. Snacks if desired – our trip lasts for about three hours.

#### YOUR EDIT TO VERTICAL LIST:

[Question 4.2 is on the next page]

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## 4.2 Heading hierarchy

Edit this outline of the headings in a report so that the hierarchy is sound and the wording is parallel. (5 marks)

- <A> Australia's main agricultural exports: an overview
- <B> Introduction
- <B> Meat
- <B> Beef
- <C> Lamb and mutton
- <C> Goat meat for export
- <B> Wool
- <C> The cotton industry
- <B> Grain
- <C> Wheat
- <C> Barley (for feed/malting)
- <C> Pork
- <B> Rice
- <B> Dairy products, cheese etc.
- <B> Australian wine to the world
- <B> Sugar
- <C> Fruit

**YOUR EDIT:**

[Question 4.3 is on the next page]



### 4.3 Principles of headings

List **5** points that need to be considered when writing or evaluating headings in a document or book. (5 marks)

a.

b.

c.

d.

e.

### 4.4 Transition words and phrases

In each pair of sentences in **a–e** below, add a transition word or phrase at the start of the second sentence (adjusting punctuation appropriately) to make the relationship between the 2 sentences clearer. Do not join the sentences. Do not edit the sentences in any other way. (5 marks)

- a. On Anchor Island the kakapo enjoys a predator-free habitat. The island provides very limited food resources for the bird.

**YOUR EDIT:**

- b. One of Sam's goals for the year was to enhance her business network. She joined the National Society of Accountants, the professional organisation in her field.

**YOUR EDIT:**

- c. Our funding from the government has been cut significantly in this year's budget. We will need to reprioritise our research goals.

**YOUR EDIT:**

[Question 4.4 continues on the next page]

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(Question 4.4 continued)

- d. The report contains numerous inaccuracies. Its style is inappropriate for the intended audience.

**YOUR EDIT:**

- e. Massage therapy is good for you in so many ways. It can speed the healing of soft-tissue injuries.

**YOUR EDIT:**

#### 4.5 Logical order

Put the following 6 sentences (A–F) into the correct order to create a single, structurally sound paragraph. Indicate the correct order using the table below. The first one has been done for you. (5 marks)

- A In 2007, however, the government of Panama began a massive project to create new, larger locks – 55 metres wide, 427 metres long and 18.3 metres deep.
- B The capacity of the lock chambers – each 33.52 metres wide, 320.04 metres long and 12.56 metres deep – determined the size of ships that could pass through the canal.
- C This set of specifications, known as Panamax, was in effect for the century following the canal's opening.
- D At the Panama Canal's completion in 1914, there were six locks along its length: three at Gatun, one at Pedro Miguel and two at Miraflores.
- E Opened in 2016, these accommodate ships up to 49 metres wide and 366 metres long with 15.2 metres draught, specifications known as New Panamax.
- F They had to be no more than 32.31 metres wide and 294.13 metres long, with a draught of no more than 12.04 metres.

	Correct order of sentences	Enter the sentence letter shown above
	1	D
i.	2	
ii.	3	
iii.	4	
iv.	5	
v.	6	

*End of Question 4.*

*Return to start of [Question 4](#) or use the links below to navigate to another part of the document.*

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## Question 5. Language and illustrations

Answer **any 4** of the following 5 sub-questions (5.1–5.5).

Marks are shown beside each sub-question. (Total 20 marks)

- 5.1 Edit numbers and units in 10 sentences. (5 marks)
- 5.2 Identify 10 features associated with language. (5 marks)
- 5.3 Edit 10 sentences to set off information. (5 marks)
- 5.4 Answer 6 questions about using graphs to present data. (5 marks)
- 5.5 Identify information needed to develop an artwork brief. (5 marks)

### 5.1 Numbers and units

Check the way numbers and units are presented in the following **10** sentences (**a–j**). If you believe the numbers or units are presented correctly, click on the box next to the word **OK**. If you believe they are *not* presented correctly, make the corrections by editing the sentence in the box below **YOUR EDIT**. Do not edit the sentences in any other way. (5 marks)

- a.** The train travels at an average speed of 85 klms/hr.

**OK**                      **or**                      **YOUR EDIT:**

- b.** King Charles 3rd was crowned in Westminster Abbey, London.

**OK**                      **or**                      **YOUR EDIT:**

- c.** The new library cost \$65 million to build.

**OK**                      **or**                      **YOUR EDIT:**

- d.** An adult male fur seal has an average weight of about 125 kgs.

**OK**                      **or**                      **YOUR EDIT:**

[Question 5.1 continues on the next page]

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(Question 5.1 continued)

- e. Each tank holds 600 L. of water.

OK or YOUR EDIT:

- f. The pen's tip is very fine, at just .25 mm.

OK or YOUR EDIT:

- g. The foreword is on page vii of the book.

OK or YOUR EDIT:

- h. The map is at a scale of 1—50,000.

OK or YOUR EDIT:

- i. 75 people attended the performance.

OK or YOUR EDIT:

- j. The winning candidate gained 52 % of the vote.

OK or YOUR EDIT:

[Question 5.2 is on the next page]

## 5.2 Language features

For each of the **10** language features listed below, select the sentence (**a–j**) that best demonstrates that feature. Type (or copy and paste) each term beside the correct sentence. (5 marks)

acronym	double negative
euphemism	idiom
imperative	jargon
nominalisation	parallel structure
passive voice	second person

	Example sentence	Feature
a.	Dice the carrots and onions.	
b.	APEC health ministers met to discuss the SARS epidemic.	
c.	It's not uncommon to see this kind of thing.	
d.	The club was founded in 1923.	
e.	The talkfest was all over the shop.	
f.	There was discussion as to the timeliness of the intervention.	
g.	They must be over 16, live locally and agree to attend all sessions.	
h.	Trading patterns are signalling a bearish-to-bullish trend.	
i.	We pause to remember those who are no longer with us.	
j.	You can update all your details here.	

[Question 5.3 starts on the next page]

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### 5.3 Setting off information

Each of the following **10** sentences (**a–j**) contains an element that needs to be set off or marked in some way. Edit the text in the box below **YOUR EDIT**, setting off the material appropriately. Do not edit the sentences in any other way. (5 marks)

Note: If you wish to use italics, bold or underlining to set off the element, either apply the formatting directly to the text using keystrokes (see link at bottom of page) or indicate formatting using angled brackets on either side of the text, with the name of the set-off style in full showing the start of the formatting and a solidus marking its end (e.g. <italics>text</>).

- a. The 2023 film Uproar is set in Dunedin in 1981.

**YOUR EDIT:**

- b. Nancy Wake 1912–2011 is noted for her undercover work in occupied France in the early 1940s.

**YOUR EDIT:**

- c. Parthenium hysterophorus is an invasive noxious weed.

**YOUR EDIT:**

- d. Billy Hughes, popularly known as the Little Digger, held office from 1915 to 1923.

**YOUR EDIT:**

- e. Lindy Lee's sculpture Ouroboros was commissioned in 2022.

**YOUR EDIT:**

[Question 5.3 continues on the next page]

(Question 5.3 continued)

- f. The landing party reported that the site was “swampy and in the evening swarming with mesquitoses sic and therefore quite unsuitable”.

**YOUR EDIT:**

- g. The song Magic was a massive hit for Olivia Newton-John in 1980.

**YOUR EDIT:**

- h. Andy Thomas’s first space shuttle flight was on Endeavour in 1996.

**YOUR EDIT:**

- i. Gillian Armstrong directed the film adaptation of Peter Carey’s novel Oscar and Lucinda.

**YOUR EDIT:**

- j. The Concussion in Sport Group CISG is developing updated guidelines.

**YOUR EDIT:**

#### 5.4 Using graphs to present data

- a. Briefly describe 2 benefits of using graphs to present data. (1 mark)

i.

ii.

[Question 5.4 continues on the next page]

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(Question 5.4 continued)

**b.** Read the following paragraph and answer questions **i** and **ii** below.

January is Dunedin's hottest month, with an average daily maximum of 13.9 °C. February is almost as hot, with an average of 13.8 °C. Temperatures drop over March, April and May (12.7 °C, 10.3 °C and 8.0 °C respectively), and the weather is at its coldest in June (5.7 °C), July (5.0 °C) and August (6.1 °C). Spring brings warmer weather: September has an average daily maximum of 7.9 °C, October 9.3 °C and November 10.8 °C. With the return of summer, temperatures near their peak in December, at 12.8 °C.

**i.** Which of the following options is the most effective way to present this information to readers? Select the best option (A, B, C or D) by clicking on the button beside that option. (1 mark)

- A** as a vertical list
- B** as a line graph
- C** as a vertical bar graph
- D** as a histogram

**ii.** Give 1 reason for your choice. (1 mark)

**c.** Read the following paragraph and answer questions **i** and **ii** below.

Of the customers who responded to our survey, 28% said they were highly likely to recommend our products to their friends, while 24% said they were somewhat likely to do so. A further 21% said they were neither likely nor unlikely to recommend our products, while 12% said they were somewhat unlikely. Fifteen per cent said they were highly unlikely to do so.

**i.** Which of the following options is the most effective way to present this information to readers? Select the best option (A, B, C or D) by clicking on the button beside that option. (1 mark)

- A** as a vertical list
- B** as a line graph
- C** as a vertical bar graph
- D** as a histogram

**ii.** Give 1 reason for your choice. (1 mark)

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## 5.5 Developing an artwork brief

Sub-questions **a** and **b** are based on the following scenario.

### Scenario:

You are editing an illustrated science textbook aimed at the Year 6 Australian schools market. For a double-page spread within the topic area of earth science, the author's illustration suggestions for this spread consist of:

1. an incomplete, hand-drawn diagram of magma cooling and solidifying as it meets the ocean; the labels are messy and hard to read
2. two references – a Wikipedia page about volcanoes, and a 1989 primary school geography book, with blackline drawings that are “sort of what I want, but not exactly”.

Artwork for this book is to be full colour, and at least one visual element per page is required. Simple diagrams and other illustrations can be commissioned from freelance illustrators. Photo research requests are to be sent to the research and permissions department.

The publisher has asked you to prepare picture research and illustration briefs for this content.

- a.** Write **2** questions that you would ask the author about their illustration suggestions. (2 marks)

i.

ii.

- b.** List **3** pieces of further information you would request from the publisher to help you develop appropriate artwork briefs. (3 marks)

i.

ii.

iii.

End of Question 5.

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## Question 6. Completeness and consistency

Answer **any 4** of the following 5 sub-questions (6.1–6.5).

Marks are shown beside each sub-question. (Total 20 marks)

- 6.1 Identify 5 items to be checked in first page proofs. (5 marks)
- 6.2 Identify 5 matters to be covered in a fiction style sheet. (5 marks)
- 6.3 Answer 10 true–false questions about usability and functionality of digital content. (5 marks)
- 6.4 Identify 10 parts of a table. (5 marks)
- 6.5 Identify the missing element in each of 5 reference list entries. (5 marks)

### 6.1 Checking first page proofs

Identify **5** aspects of layout and typography that you would check on receiving first page proofs of a book from a typesetter. (5 marks)

- a.
- b.
- c.
- d.
- e.


### 6.2 Style sheets

Identify **5** style matters that you would expect to see covered in the style sheet for a work of fiction but not in the style sheet for a mathematics textbook. (5 marks)

- a.
- b.
- c.
- d.
- e.


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### 6.3 Digital content usability and functionality

Answer **True** or **False** to the following **10** statements (**a–j**) about digital content usability and functionality. To answer, select a button to the right of each statement. (5 marks)

- |    |                                                                                                               |      |       |
|----|---------------------------------------------------------------------------------------------------------------|------|-------|
| a. | AAA success criteria are mandatory in Australia and New Zealand.                                              | True | False |
| b. | According to WCAG principles, digital content should be perceivable, navigable, understandable and robust.    | True | False |
| c. | An accessibility statement gives users information about how you've addressed building access requirements.   | True | False |
| d. | Conveying information by colour alone is helpful for making content accessible.                               | True | False |
| e. | Information in diagrams and infographics should be accessible to people who use screen readers.               | True | False |
| f. | Providing equal access to online government information services is recommended in Australia and New Zealand. | True | False |
| g. | Text fields, check boxes and radio buttons are all accessible form inputs.                                    | True | False |
| h. | Text-based hyperlinks are called anchor text.                                                                 | True | False |
| i. | Usability is the same as accessibility.                                                                       | True | False |
| j. | You should provide a text alternative to video and audio to meet the needs of users under time pressure.      | True | False |

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## 6.4 Parts of a table

The table below has its parts labelled **a–j**.

**a** — Table 9. Level and change in New Zealand greenhouse gas emissions by tourism type and emissions category, 2020–21

<b>b</b> — Tourism type	<b>c</b> — Direct emissions		Indirect emissions		Total emissions	
	Amount	Change	Amount	Change	Amount	Change
<b>e</b> — kt CO <sub>2</sub> -e (% change)						
<b>d</b> — Domestic	1728 <sup>a</sup>	341 (25%)	4310	–795 (–16%)	6037	–454 (–7%)
<b>f</b> — International	40	–135 (–77%)	375	35 (10%)	415	–100 (–19%)
<b>h</b> — Total tourism	1768	206 (13%)	4685	–760 (–14%)	6452	–554 (–8%)

**g** — <sup>a</sup> Contribution to emissions calculated July 2020 to June 2021.

**i** — Note: kt CO<sub>2</sub>-e = kilotons carbon dioxide equivalent.

**j** — Source: Data courtesy StatsNZ (2023).

For each of the **10** terms listed below, select the part of the table (**a–j**) that it applies to. Type (or copy and paste) each term beside the correct letter. (5 marks)

cluster column heading  
data cell  
row heading  
stub heading  
totals

column heading  
keyed note  
source  
table number and name  
units

a.  
b.  
c.  
d.  
e.  
f.  
g.  
h.  
i.  
j.


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## 6.5 References list entries

The following 5 reference list entries (a–e) follow the author–date system as set out in the *Australian Government style manual*, but each one is missing an element of information.

For each entry, identify the missing element.

- a. Bartos AG (2017) ‘Systemic risks in Australian and New Zealand architecture: it’s too late now’, in Krausemann (ed) *The health of our built environment: lessons from architecture*, Academic Press, Perth.

**MISSING ELEMENT:**

- b. Burke K (2009) ‘[Building codes fall short, say insurers](#)’, *The Sydney Morning Herald*, accessed 3 February 2024.

**MISSING ELEMENT:**

- c. Choi BH (2014) [Sustainable buildings and contemporary fire protection regimes in an Australian context](#) [master’s thesis], accessed 30 January 2024.

**MISSING ELEMENT:**

- d. Lewis J et al. (2019) ‘A system-based approach to building design and construction’, *Journal of Construction Law*, 34(3):341–353, doi:10.385/k.1586-20258.20191.343.x.

**MISSING ELEMENT:**

- e. NSW Fair Trading (2023) [Reforms to fire safety regulation](#), Fair Trading website, accessed 2024.

**MISSING ELEMENT:**

End of Question 6.

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## Answer(s) continued

Use the box below and on the next page to provide any further information to a question or questions. Remember to indicate which question number the extra information is for. Remember to select this option in the [Questions – Summary list](#) too.

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End of KNOWLEDGE part.

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