

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 26012, save the document as: K_IPEdExam_2026_26012.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, to 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 elective 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](#)

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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 the editing and proofing process; spelling conventions; use of heading styles in Word; terminology relating to accessibility; and accessibility guidelines for elements of typography, punctuation or formatting.

[Question 2](#)

Ethical and legal matters

Answer all 3 sub-questions on copyright; planning a publication with a First Nations community; and legal and ethical considerations in corporate communications.

Elective 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 4 sub-questions on types of project documentation; aspects to be monitored in a project; determining the scope of a job; and estimating the time a job will take.

[Question 4](#)

Substance and structure

Answer all 4 sub-questions on navigational elements in Microsoft Word documents; paragraph structure; heading hierarchy; and presenting information visually.

[Question 5](#)

Language and illustrations

Answer all 4 sub-questions on numbers and units; language features; images; and conciseness.

[Question 6](#)

Completeness and consistency

Answer all 4 sub-questions on links; fact-checking; cross-references and citations; and multilevel (nested) lists.

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> : | • Ctrl + I | • Cmd + I |
| • Bold : | • Ctrl + B | • Cmd + B |
| • <u>Underline</u> : | • Ctrl + U | • Cmd + U |

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 + -** (minus)

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 + -** (minus).

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). (Total 20 marks)

- 1.1 Match 10 tasks to stages in the editing and proofreading process. (5 marks)
- 1.2 Identify conventional spellings and answer 1 question about spelling. (5 marks)
- 1.3 Give 5 reasons for using heading styles in Word. (5 marks)
- 1.4 Explain a concept and supply 4 terms for given definitions relating to accessibility. (5 marks)
- 1.5 Supply 5 guidelines to help achieve accessibility best practice. (5 marks)

1.1 The editing and proofreading process

For each of the **10** editing and proofreading tasks listed below (**a–j**), select the best stage in the content development process to undertake that task: substantive editing, copyediting or proofreading. To answer, select a button to the right of each task to indicate (**S**) substantive editing, (**C**) copyediting or (**P**) proofreading. (5 marks)

	Task	Content development stage		
		S	C	P
a.	Check pages for widows and orphans.	☐	☐	☐
b.	Determine whether any reader aids such as diagrams or a glossary would be helpful.	☐	☐	☐
c.	Ensure consistency in terms of numbers and quantitative data.	☐	☐	☐
d.	Edit text to ensure that language is inclusive.	☐	☐	☐
e.	Ensure that headers and footers are correct.	☐	☐	☐
f.	Ensure that illustrations in final layout have been placed correctly.	☐	☐	☐
g.	Ensure that sources are correctly acknowledged.	☐	☐	☐
h.	Ensure that the designer has included all the supplied material.	☐	☐	☐
i.	Identify any content that could be removed or moved to an appendix.	☐	☐	☐
j.	Identify gaps in the content and suggest additional writing to address these.	☐	☐	☐

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1.2 Conventions of spelling

- a.** In each pair of words below (**i–xii**), select the spelling that is conventional in Australia and New Zealand. The correct answers apply in both countries. To answer, select the button to the left of the selected spelling. (3 marks)

i.	ax	axe
ii.	connection	connexion
iii.	counselor	counsellor
iv.	defence	defense
v.	endeavor	endeavour
vi.	fiber	fibre
vii.	gray	grey
viii.	maneuver	manoeuvre
ix.	mold	mould
x.	sceptic	skeptic
xi.	sulfur	sulphur
xii.	plow	plough

- b.** List 2 things editors should be careful of when using Microsoft Word's spelling checker. (2 marks)

i.

ii.

[Question 1.3 is on the next page]

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1.3 Heading styles in Microsoft Word

Give 5 reasons for using heading styles in Microsoft Word. (5 marks)

a.

b.

c.

d.

e.

1.4 Terminology relating to accessibility

a. Briefly explain what a “born-accessible publication” is. (1 mark)

--

b. Supply the correct term for each of the following 4 definitions (i–iv). (4 marks)

	Definition	Term
i.	an assistive technology that converts on-screen written text into spoken words by means of a voice synthesiser, or into braille	
ii.	a brief description of an image or table in a digital publication that makes the information it conveys accessible to readers who can't see it	
iii.	an edition of a book that is set in at least 16-point type, and preferably 18 to 20 point or larger, for the use of people with low vision	
iv.	a particular design of type (for example, Times New Roman or Arial)	

[Question 1.5 is on the next page]

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1.5 Accessibility guidelines

For each of the following **5** elements of typography, punctuation or formatting (**a–e**), give **1** guideline to help achieve accessibility best practice. (5 marks)

Element	Guideline
a. Capitalisation	
b. Dashes	
c. Figure and table numbers	
d. Numbers	
e. Quotation marks	

End of Question 1.

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Question 2. Ethical and legal matters

Answer **all 3** sub-questions (2.1–2.3). (Total 20 marks)

- 2.1 Answer True or False to 10 statements about copyright. (5 marks)
- 2.2 Give 5 tips about planning a publication with a First Nations community. (5 marks)
- 2.3 Give advice about legal and ethical issues in a fictitious corporate scenario. (10 marks)

2.1 Copyright

Answer **True** or **False** to the following **10** statements (**a–j**) about copyright in Australia and Aotearoa New Zealand. Each statement holds true or false equally in both jurisdictions. To answer, select a button to the right of each statement. (5 marks)

a.	Authors or publishers must pay a fee to have their material protected by copyright.	True	False
b.	A copyright notice including the symbol © must be displayed for copyright to exist.	True	False
c.	Copyright protection comes into effect as soon as a work is created.	True	False
d.	A government agency operates a registration system for copyright.	True	False
e.	An idea for a potential literary work is protected by copyright.	True	False
f.	Not-for-profit organisations have a general exemption from copyright law.	True	False
g.	Computer programs can be protected by copyright.	True	False
h.	An anthology of poetry is protected by copyright separately from the individual poems that it contains.	True	False
i.	The script of a play that has not yet been performed or published is protected by copyright.	True	False
j.	A news headline is likely to be protected by copyright.	True	False

[Question 2.2 is on the next page]

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2.2 Planning a publication with a First Nations community

You have been asked to start planning a publication based on the culture and history of a particular First Nations community. Write **5** brief tips for your team about working with the local community on such a project. (5 marks)

Hint: Think about what you and your team should learn more about and what you should keep in mind for such a project.

a.	
b.	
c.	
d.	
e.	

[Question 2.3 begins on the next page]

2.3 Legal and ethical considerations in corporate communications

Sub-question 2.3 is based on the following set of related scenarios (**A–C**). You may answer in note form.

Scenario A:

You work as editor and digital content coordinator for a boutique beer brand, SLAM. Your job includes reviewing the social media posts for the brand prior to publication.

Your boss has written a proposed Facebook post that consists of a still image of the Australian-born Hollywood star Nikki Shepherd from her latest movie, which is based on the superhero comic ActionWoman. The image has been manipulated to show Shepherd as ActionWoman apparently drinking beer to excess.

The accompanying text reads: WHAM BAM THANK YOU SLAM.

- a. What advice would you give your boss about the possible legal implications if SLAM were to post this image on their corporate Facebook page? List **5** points. (5 marks)

i.

ii.

iii.

iv.

v.

[Question 2.3 continues on the next page]

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(2.3 continued)

Scenario B:

Your boss accepts your advice and suggests an alternative post: a short video called GRAND SLAM that uses stock footage of a couple playing tennis, while the current top-40 hit “Feeling free” plays in the background.

Photos of the tennis couple were featured in print newspaper ads for SLAM recently, so your boss is confident the cost of using the footage will be comparable.

b. What advice would you give your boss about the following matters:

- the permissions SLAM might need to organise for this communication
- any cost implications that should be considered
- whether acknowledgement of copyright holders is likely to be required.

Give **1** piece of advice about each matter. (3 marks)

i. Permissions

ii. Cost implications

iii. Acknowledgement of copyright holders

[Question 2.3 continues on the next page]

(2.3 continued)

Scenario C:

The SLAM marketing manager wants to run a promotion, and suggests a competition in which SLAM drinkers are asked to describe their most embarrassing moments in 25 words or less. She suggests that the winning entries be published on billboards or social media, accompanied by names and photos of the winners, and that the prize could consist of a free slab of SLAM beer a week for a year.

She also wants to create a database with all the competition entry details to use for follow-up marketing.

- c.** Identify 2 ethical concerns that you would flag with the marketing manager about her ideas. (2 marks)

i.

ii.

End of Question 2.

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

Question 3. Management and liaison

Answer **all 4** sub-questions (3.1–3.4). (Total 20 marks)

- 3.1 Identify 4 types of project documentation. (4 marks)
- 3.2 Identify 4 aspects of a project that an editor should monitor. (4 marks)
- 3.3 Identify 8 issues to consider in determining the scope of a job. (8 marks)
- 3.4 Explain how to calculate the time a job will take. (4 marks)

3.1 Project documentation

Identify 4 types of documentation that an editor might generate as part of an editing project. (4 marks)

a.

b.

c.

d.

3.2 Project monitoring

Identify 4 aspects of a project that an editor might track and record. (4 marks)

a.

b.

c.

d.

[Question 3.3 is on the next page]

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3.3 Scoping a job

Scenario:

You are a freelance editor with a website contact form. You receive the following enquiry.

Full name	Nestor Aguilera
Organisation	Department of Building and Infrastructure
Project description	Major government report. The subject matter involves heritage planning; title to be confirmed.
Word count	110,054 (329 pages)
Audience	General public; also small to medium-sized enterprises
Services required	Very light copyedit only – the report has been written by a panel of experts, and it just requires a quick once-over. Can you also provide us with a cost estimate?
Expected handover date	15 October
Expected return date	A printed copy must be tabled in Parliament 29 Nov

List **8** items of information that you would seek from the prospective client to help you determine the scope of this job. (8 marks)

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

[Question 3.4 is on the next page]

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3.4 Estimating time

Scenario:

You have been asked to edit a 110,000-word report for a government department. It has already been substantively edited by a professional editor. Its content consists of text only, with no visual elements. The prospective client provides 2 sample chapters and asks how much time you will need to copyedit the file in Microsoft Word.

- a. Explain how you would calculate the time you'd need to copyedit the report. This is for your own purposes, not an explanation to be shared with the client. (2 marks)

- b. Identify 2 caveats that you would communicate to the prospective client about your estimate of the time needed to copyedit the manuscript. (2 marks)

i.

ii.

End of Question 3.

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

Question 4. Substance and structure

Answer **all 4** sub-questions (4.1–4.4). (Total 20 marks)

- 4.1 List 5 structural elements for navigating a Microsoft Word document. (5 marks)
- 4.2 Restructure text into 3 paragraphs. (5 marks)
- 4.3 Mark up a hierarchy of headings. (5 marks)
- 4.4 Identify 5 ways to present information visually. (5 marks)

4.1 Navigational elements in Microsoft Word

List **5** structural elements that can help readers to navigate a Microsoft Word document. (5 marks)

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

[Question 4.2 is on the next page]

4.2 Paragraph structure

Restructure this newsletter story into **3** paragraphs, each with a clear focus and a logical flow. You may copy and paste content into the answer boxes. Edit the sentences themselves only minimally, as needed to achieve good flow between them. Include a list in your new structure. For bullets, you can use hyphens or asterisks. (5 marks)

Story:

Ari's Place has lots of fun and stimulating attractions, including a climbing tower, swings and slides. Ari's Place is open between 7 a.m. and sundown, 7 days a week. Designed by disability play specialists JoinIn in consultation with local families, this new space is for children of all abilities. Ari's Place has a flying fox. On Saturday 3 September hundreds of residents attended the opening of the new Ari's Place inclusive play space in Riverside Park. There's a sensory garden and also a dedicated toddler area.

YOUR RESTRUCTURE INTO 3 PARAGRAPHS:

a.

b.

c.

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4.3 Creating a hierarchy of headings

This table of contents shows **20** headings (**a–t**) in a report entitled *Feral goats in Australia: impact and response*.

Create a logical hierarchy for the flow of content. In the left-hand column, label first-level headings A, second-level headings B and third-level headings C. For this exercise, there are no fourth-level headings. Do not edit or reorganise the headings. (5 marks)

	Level	Heading
a.		Introduction
b.		Historical background
c.		The introduction of goats to Australia
d.		Two centuries of feralisation
e.		The current picture
f.		Distribution
g.		Impacts
h.		Ecological impacts
i.		Effects on grazing and agriculture
j.		Regulatory framework
k.		Commonwealth legislation and policy
l.		State and territory legislation and policy
m.		Current control and containment approaches
n.		Trapping
o.		Commercial harvesting
p.		Recreational hunting
q.		A better future
r.		Potential new control methods
s.		Towards better intergovernmental coordination
t.		Conclusion

[Question 4.4 begins on the next page]

4.4 Presenting information visually

Each of the following **5** paragraphs (**a–e**) could be restructured to convey information more effectively to readers. For each paragraph:

i. Identify the most effective way to present the information. Select the best option (A, B, C or D) by clicking on the button beside that option.

ii. Give 1 reason for your choice.

(5 marks)

a. Requirements for the 3 fitness assessment categories are as follows. The Light category involves a 1.6-kilometre walk to be completed in 16 minutes, with no pack weight. The Moderate category requires running 3.2 kilometres in 30 minutes carrying an 11 kg pack. The Arduous category also involves a run – 4.8 kilometres in 45 minutes – with a 20 kg pack.

i. Best way to present information:

- A** flowchart
- B** line graph
- C** table
- D** vertical list

ii. Reason for your choice:

b. For energy generation last year, NSW relied mainly on oil (46%) and coal (36%), with gas supplying 9% and renewables 9%. Victoria's mix was 43% oil, 32% coal, 18% gas and 7% renewables, and Queensland's was similar: 39% oil, 31% coal, 20% gas, 10% renewables. WA chiefly used gas (55%), with 34% oil, 7% coal and 4% renewables. South Australia leaned on oil (50%) and gas (26%), with renewables at 17% and coal at 7%. Tasmania used oil and renewables equally (41% each), with gas 10% and coal 8%. The NT used 71% gas and 28% oil, with only 1% renewables and no coal.

i. Best way to present information:

- A** dot graph
- B** histogram
- C** scatter plot
- D** stacked bar graph

ii. Reason for your choice:

[Question 4.4 continues on the next page]

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(4.4 continued)

- c.** Todd's heart rate was monitored continuously during the 30-minute aerobic workout. From a resting level of 55 beats per minute (BPM), it increased steadily over the 5-minute warmup phase to 105 BPM. As Todd entered the peak effort phase, his heart rate climbed, reaching 158 BPM at the 20-minute mark. Over the cooldown phase, his heart rate decreased, and was 115 BPM at the end of the workout.

- i.** Best way to present information:

- A** flowchart
- B** line graph
- C** table
- D** vertical list

- ii.** Reason for your choice:

- d.** Most students scored moderately well in the test. The highest concentration – 43 students – scored between 60% and 69%, followed closely by 36 students in the 70%–79% range and 34 in the 50%–59% range. Sixteen students achieved scores in the 80%–89% range, while 7 reached the 90%–100% bracket. Of those who scored below 50%, 24 students fell in the 40%–49% range, 12 in the 30%–39% bracket, and 2 in the 20%–29% range. No student recorded a score below 20%.

- i.** Best way to present information:

- A** dot graph
- B** histogram
- C** flowchart
- D** stacked bar graph

- ii.** Reason for your choice:

[Question 4.4 continues on the next page]

(4.4 continued)

- e. Students using the lab must wear safety goggles; tie back long hair; know the location of exits, safety equipment and eyewash stations; handle glassware with care; report any accidents or spills; follow instructions carefully; and keep work areas clean.

i. Best way to present information:

- A flowchart
- B line graph
- C table
- D vertical list

ii. Reason for your choice:

End of Question 4.

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

Question 5. Language and illustrations

Answer **all 4** sub-questions (5.1–5.4). (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 Answer 5 questions about best-practice use of images online. (5 marks)
- 5.4 Edit 4 sentences to make them more concise and provide 1 plain language guideline. (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 and 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 fire destroyed more than 800 kms² of native forest.

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

- b.** The fortifications were built during the 2nd World War.

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

- c.** At the last census, the town had a population of 13 655.

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

- d.** The tubing has an inner diameter of .5 mm.

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

- e.** Only 12% of students agreed with the proposition.

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

[Question 5.1 continues on the next page]

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

(5.1 continued)

- f. There's an application charge of AUD\$240 for this visa.

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

- g. This sleeping bag is designed for sub-0 temperatures.

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

- h. The ratio of plants with the dominant trait to those with the recessive trait was 3~1.

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

- i. Despite a strong start, she finished the race in 17th place.

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

- j. On assuming the papacy, Cardinal Prevost took the name Pope Leo xiv.

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 example sentence (**a–j**) that best demonstrates that feature. Type (or copy and paste) each term beside the correct sentence. (5 marks)

Language features:

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

	Example sentence	Feature
a.	After you submit your application, it goes into a queue.	
b.	An answer key can be found at the back of the book.	
c.	Discover the night sky with our resident astronomer.	
d.	DNS issues were affecting backend integration.	
e.	Of the 3 AUKUS partners, 2 are also NATO members.	
f.	Students travel to school on foot, by bike or by bus.	
g.	The board wasn't unsympathetic to his predicament.	
h.	The cancellation was a disappointment for participants.	
i.	The CEO hit the roof and ordered all hands on deck.	
j.	The museum is accessible to the differently abled.	

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5.3 Images

The following **5** tips about using images online (**a–e**) are common but misguided. For each usage tip, briefly explain why it is **NOT** best practice. (5 marks)

	Usage tip	Why it is NOT best practice
a.	Always use high-resolution images on webpages to maintain professional quality.	
b.	Use plenty of decorative stock images to make content more appealing.	
c.	Complex images like graphs or maps don't require alt text because they are too detailed to describe.	
d.	Use plenty of bright web colours to distinguish the categories in a chart.	
e.	Use simple language like "above", "below", "on the left" and "to the right" to help users find an image.	

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5.4 Conciseness

- a. Edit the following 4 sentences (i–iv) to convey the same meaning in exactly 4 words. You may change word forms, but do not introduce any new words. (4 marks)

- i. There were several actions that she recommended.

YOUR EDIT:

- ii. Ensure that your current passport is something that you bring.

YOUR EDIT:

- iii. You are requested to ensure your on-time arrival please.

YOUR EDIT:

- iv. They came to a decision to carry out an amalgamation between themselves.

YOUR EDIT:

- b. Provide 1 plain language guideline for writers and editors based on your edits to the 4 sentences in 5.4.a. (1 mark)

End of Question 5.

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Question 6. Completeness and consistency

Answer **all 4** sub-questions (6.1–6.4). (Total 20 marks)

- 6.1 Answer True or False to 10 statements about links. (5 marks)
- 6.2 List 5 types of content that an editor might fact-check. (5 marks)
- 6.3 Identify 5 problems with citations and cross-references. (5 marks)
- 6.4 Provide 1 guideline for multilevel lists and copyedit a multilevel list. (5 marks)

6.1 Links

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

a.	All external links should automatically open in a new browser tab to make navigation easier.	True	False
b.	Internal links that connect pages within the same website can improve usability and search ranking.	True	False
c.	It can be helpful to include in-page links on very long pages, to make navigation smoother.	True	False
d.	It's better to copy important content from other reliable sites rather than link to it, so users don't have to leave your page.	True	False
e.	It's good practice to start link text with key words that describe what the link is about.	True	False
f.	Link phrases like "see here" or "learn more" are effective because readers instantly recognise them.	True	False
g.	Link text doesn't need to make sense on its own as long as the surrounding sentence explains it.	True	False
h.	When linking to a file, you should tell users the file type (e.g. PDF, DOCX) and file size.	True	False
i.	When linking to an email address, it's clearer to display someone's name rather than the actual email address.	True	False
j.	You should only include a link when it helps users complete a task or find extra relevant information.	True	False

[Question 6.2 is on the next page]

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6.2 Fact-checking

List **5** types of content that an editor might fact-check. (5 marks)

a.	
b.	
c.	
d.	
e.	

6.3 Cross-references and citations

The following passage has **5** problems with cross-references and citations. Read the passage and briefly describe each problem. (5 marks)

Penguins are flightless seabirds that mostly live in the Southern Hemisphere (see Figure 2). Their bodies are adapted for swimming, with strong bones and wing-like flippers that help them move easily underwater (Nguyen, 2018). Scientists think modern penguins evolved from flying bird ancestors about 60 million years ago (see Figure 5.3), soon after the mass extinction (see [here](#)) that ended the age of dinosaurs (Hassan et al. ; Okafor & Li, 2020). Penguins keep warm thanks to thick layers of fat and special blood circulation that controls heat loss (see Figure 4). Their diet changes with the seasons, depending on the amount of available prey (Patel 2015; see also Appendix C). However, one recent study shows that penguins eat a wider range of food than once thought. In addition, while fossil finds in South America indicate that penguins once lived much further north (see Figure 5), climate change and melting sea ice are now major threats to colonies everywhere (Alvarez & Tanaka, 2019).

a.	
b.	
c.	
d.	
e.	

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6.4 Multilevel (nested) lists

- a. Provide 1 guideline specific to creating or editing multilevel (or nested) lists. (1 mark)

- b. Correct the punctuation and structure in the following multilevel (or nested) list. Make the corrections by changing the text in the box below YOUR EDIT. Do NOT substantively rewrite the text or change the order, although you can add or delete words to add coherence. Do NOT convert the lead-in phrase to a heading. (4 marks)

Seasonal home maintenance tasks might include

- Spring tasks such as
 - deep-cleaning rooms
 - washing exterior walls
- summer tasks such as
 - servicing air conditioners;
 - wash flyscreens and windows
- Autumn
 - clearing gutters, sealing gaps around windows and doors
- winter tasks such as
 - Clearing ventilators
 - and Servicing heating systems

YOUR EDIT:

End of Question 6.

*Return to start of [Question 6](#) or use the links below
to navigate to another part of the document.*

[Go to Keystroke guidelines](#)

[Go to Questions – summary list](#)

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

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.

SAMPLE ONLY

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End of KNOWLEDGE part.

Before you close this document, ensure that you have:

- entered your [CANDIDATE NUMBER](#) in the box provided under the main heading of the document; AND
- checked the box next to the 2 elective questions you answered in the [Questions – summary list](#); AND
- SAVED the document using your candidate number at the end of the filename.