

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

Note: Candidates will only select 2 of questions 3–6 in the exam.

All questions are checked here because this is a complete key to answers to all questions.

Answer(s) continued is checked because there are alternative answers to some questions on these pages.

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)

Marking for 1.1: 0.5 mark for each correct selection.

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

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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

Marking for 1.2.a:
0.25 mark for each correct selection.

- 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]

Marking for 1.2.b: 1 mark for each reasonable answer from the 4 sample answers (2 in the boxes above, 2 listed below). Candidate wording will vary. Other answers may be possible.

Additional sample answers:

The spelling checker doesn't distinguish between the author's text and any quoted material.

The editor should not accept the spelling checker's offered corrections without using their own judgement.

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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.

Marking for 1.3: 1 mark for each reasonable answer from the 7 sample answers (5 in the boxes, 2 listed below). Candidate wording will vary. Other answers may be possible.

Additional sample answers:

For consistent formatting throughout a document

To improve accessibility / to meet accessibility standards / so that the appropriate semantic tags are embedded in the document

1.4 Terminology relating to accessibility

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

Marking for 1.4.a:
1 mark for a reasonable answer such as the sample in the box. Candidate wording will vary.

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

Marking for 1.4.a: 1 mark for each correct answer

	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.

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

Marking for 1.5:

1 mark for each reasonable answer from the sample answers for each element. Candidate wording will vary.

Additional sample answers for a, b, c and d:

a. Capitalisation:

Avoid title case (except for the titles of academic journals). Book titles take sentence case italics.

b. Dashes:

Use en rules for number spans for technical data and financial years only. Avoid en dashes for spans in general text.

c. Figure and table numbers: Number consecutively by chapter.

d. Numbers: Use a comma between groups of 3 digits in numbers of 4 or more digits, e.g. 243,000.

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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)

Marking for 2.1: 0.5 mark for each correct answer.

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.	

Marking for 2.2: 1 mark for each reasonable answer from the sample answers (5 in the boxes above, 10 listed below). Candidate wording will vary. Other answers may be possible.

Additional sample answers:

Bear in mind age and gender protocols around sharing information.

Depending on the subject matter, consider using a select group or groups from the community as an advisory committee, rather than just one or two locals.

Consider seeking out and using a First Nations copyeditor with specific cultural knowledge and expertise.

Make sure to obtain and document consent from individuals, families and communities if work derives from engagement and research with them.

Bear in mind the importance of current or historical photographs to individuals, families and communities.

Make sure to carefully record and acknowledge any of the community who are involved in compiling or writing the material (also in case of royalties or other financial benefits).

Do some research to have a better understanding of some of the local First Nations language that might already be in use in standard Australian or Aotearoa New Zealand English.

Engage with the local community, Elders or custodians from the outset for guidance on content, terminology, permissions and cultural protocols.

Whenever possible, use specific nation or language group names before broader generic terms, and make sure to document them in a glossary or style sheet.

If the publication uses photographs, especially of individuals or groups, seek permissions in line with community expectations (including for deceased people). Be aware that historical imagery may be inappropriate without context or approval.

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.

Marking for 2.3.a: 1 mark for each reasonable answer from the sample answers (5 in the boxes above, 5 listed below). Candidate wording will vary.

Additional sample answers:

Even if all permissions to use the image are granted, express permission is needed to modify the image such as the manipulation described.

The movie studio, Nikki Shepherd or the comic book publisher could be concerned about their brands being tarnished by the tacky/sexualised slogan. Permission is unlikely to be granted for this use.

The movie studio, Nikki Shepherd or the comic book publisher could be concerned about the association with excess drinking. Permission is unlikely to be granted for this use.

Using and modifying the image without permission risks legal action from the copyright holders.

Items posted to Facebook gives its owner company the right (licence) to use the content in any way it wants, so SLAM might lose the ability to withdraw or control the ad in future.

(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

Marking for 2.3.b: 1 mark per matter for each reasonable answer from the sample answers in the boxes above or listed below. Candidate wording will vary.

Additional sample answers:

i. Permissions: Although the same couple features in the still image and video footage, separate permission will still be needed to use video footage or other images in sequence. / Use of the song will require permission.

ii. Cost implications: Still images and video footage might be costed differently. / Print permission costs are not a reliable guide for digital rights, and the expected permission costs will be higher – possibly significantly higher.

iii. Acknowledgements: For commercial use, crediting the stock photo / footage might not be required (as it would be if used editorially).

(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.

Marking for 2.3.c: 1 mark for each reasonable answer from the sample answers (2 in the boxes above, 2 listed below). Candidate wording will vary.

Additional sample answers:

There is an ethical issue of being seen to encourage excessive drinking by the amount of beer being offered as a prize (and possibly by the nature of the competition too).

Competition entry forms must clearly state that the personal data provided will be used in this way, and entrants must be asked to give their express consent to this use.

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.

Marking for 3.1: 1 mark for each reasonable answer from the 8 sample answers (4 in the boxes, 4 listed below). Candidate wording will vary. Other answers may be possible.

Additional sample answers:

an illustration brief
a photo brief
a style sheet
a schedule

3.2 Project monitoring

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

a.

b.

c.

d.

Marking for 3.2: 1 mark for each reasonable answer from the 7 sample answers (4 in the boxes, 3 listed below). Candidate wording will vary. Other answers may be possible.

Additional sample answers:

the project's progress against its budget
communication with contributors or communities involved in the project
evaluation of the extent to which the project achieved its objectives

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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]

Marking for 3.3: 1 mark for each reasonable answer from 28 sample answers (8 listed above, the other 21 in the Answer(s) continued pages). Candidate wording will vary. Other answers may be possible.

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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)

Marking for 3.3.b: 1 mark for each reasonable answer from the sample answers. Candidate wording will vary.

i.

--

ii.

--

End of Question 3.

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

Marking for 3.3.a: 1 mark for a valid approach to making the calculation and 1 mark for providing further detail. Each of the 3 approach options (1 in the box above, 2 below) represents a different, valid approach to making the calculation, but each only partly accounts for the time that would be needed. The 2 further detail options (1 in the box, 1 below) add important information to the task of calculating the time. Candidate wording will vary.

Alternative approaches:

I would use my established **average copyediting speed** (based on previous work of a similar nature) to calculate the time required by using the total word count and the average time it takes me to edit this many words.

I would use my **prior estimates**/quotes for similar projects, by comparing the report's total word count and complexity (with reference to the sample chapters) with similar projects that I've worked on.

Alternative further detail: I would add a contingency to allow time to handle content that is unexpectedly complex or for unforeseen problems.

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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]

Marking for 4.1:

1 mark for each reasonable answer from the 8 sample answers (5 in boxes above, 3 below). Other answers may be possible.

Additional sample answers:

Find function
Word styles
Bookmarks

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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.

Marking for 4.2:

3 marks for grouping the sentences into 3 paragraphs to achieve a logical order; 2 marks for creating a sound vertical list, with parallel sentence structure and consistent punctuation. Other solutions may be possible; for example, the list order may vary.

0.5 mark deducted for each inconsistency or error introduced, and for any item of information left out.

[Question 4.3 is on the next page]

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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

Marking for 4.3:

0.25 mark for each correct heading level.

Other hierarchies may be possible.

[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

Marking for each of 4.4 a, b, c, d and e:

Up to 1 mark for each correct answer, comprising:

- i. 0.5 mark for each correct choice of A, B, C or D as shown
- ii. 0.5 mark for each reasonable answer similar to the sample answers provided. Candidate wording will vary.

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:

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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:**



Marking for 5.1: 0.5 mark for each correctly edited sentence, including selecting "OK" beside a correct sentence.

Deduct 0.25 mark for an incorrect edit or any error introduced.

Errors in the original sentences are underlined.

Alternative edits are shown below for 5.1.a and 5.1.b.

a. The fire destroyed more than 800 square kilometres of native forest.

b. The fortifications were built during World War II.

[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

Marking for 5.2:
0.5 mark for each correctly matched feature.

	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.	

[Question 5.3 is on the next page]

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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.	

[Question 5.4 is on the next page]

Marking for 5.3:

1 mark for each reasonable answer from the sample answers provided. Candidate wording will vary.

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

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:

Marking for 5.4.a:

1 mark per sentence edited to 4 words to convey the same meaning. If the word count of the edited sentence is not 4, zero marks awarded. 0.5 mark deducted for any error introduced (e.g. lack of final full stop).

- 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)

Marking for 5.4.b:

1 mark for a guideline relating to conciseness, such as the 3 sample answers provided. Candidate wording will vary.

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)

Marking for 6.1: 0.5 mark for each correct answer.

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.	

Marking for 6.2:

1 mark for each reasonable answer from the 7 sample answers (5 above, 2 in Answers continued). Marks are awarded for *type* of content, not for examples – in sample answer a., there is only 1 mark for "Proper nouns" and its 4 examples, not 5 marks.

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.	

Marking for 6.3: 1 mark for each correct answer. There are only 5 problems (highlighted). Candidate wording will vary.

Note: Candidates are not expected to highlight the problems in the extract, only describe them in the answer boxes.

6.4 Multilevel (nested) lists

Marking for 6.4.a: 1 mark for a suitable guideline, such as any of the 3 sample answers provided. Candidate wording will vary.

- 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
- winter tasks such as
 - Clearing ventilators
 - and Servicing heating systems

YOUR EDIT:

Marking for 6.4.b:

0.5 mark for each of 8 corrections (highlighted and shown in YOUR EDIT box):

1. Insert colon at end of lead-in.
- Note:** Candidates using *Fit to print* as their style guide earn the 0.5 mark for **not** adding the colon.
2. Use lower case for all list items (0.5 mark for making all 4 instances of capitals lower case).
3. Delete semicolon from first task under summer.
4. Under summer, change "wash" to "washing" for parallel structure.
5. After "autumn", add "tasks such as" for parallel structure.
6. Set the 2 autumn asks as 2 list items on separate lines (insert dash as well as moving line down).
7. Delete "and" from final item.
8. Insert full stop at end of final item.

Deductions: 0.5 mark deducted for each introduced error. For example:

- seasons are lower case, so capitalising "summer" and "winter" to match "Spring" and "Autumn" is incorrect
- adding colons after each first-level item introduces multiple colons into the sentence structure
- adding semicolons (or commas) after the sublist items (rather than deleting the one instance of a semicolon) introduces unnecessary clutter
- adding full stops at the end of each bullet section (e.g. after "walls" in the first bullet item) breaks the overall sentence punctuation.

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.

SAMPLE ONLY

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End of KNOWLEDGE part.

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