

**Institute of Professional Editors (IPEd)**

## **Accreditation exam Sample 2**

**Part 3: worth 40%**

Enter your candidate number here

12345

### **Instructions for Part 3**

- Enter your candidate number in the box above.
- Part 3 contains 12 questions, including 4 specialist questions. Answer any 4 questions.
- Each question is worth 20 marks.
- 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 the use of 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.
- Your changes will be automatically tracked using Track Changes. However, you will not be able to use the Insert Comment or Accept/Reject Change features of Track Changes.
- Indicate which questions you have done: for each question you do, select the check box to the right of the question in the [Part 3 questions – summary list](#).

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**Part 3 questions – summary list**

<u>Question 1</u>	<u>Style</u> ..... Answer 4 of 6 sub-questions on style.	☒	Field Code Changed Field Code Changed
<u>Question 2</u>	<u>Plain English and clarity</u> ..... Discuss principles of Plain English and convert a passage of text into Plain English.	☒	Field Code Changed Field Code Changed
<u>Question 3</u>	<u>Obtaining an editorial brief</u> ..... Review the requirements of a publication and describe the editorial tasks required and list questions for the author.	☒	Field Code Changed Field Code Changed
<u>Question 4</u>	<u>Editing and constructing lists</u> ..... Convert text into a list, discuss characteristics of a well-constructed list, and suggest strategies for overcoming problems in a sample list.	☒	Field Code Changed Field Code Changed
<u>Question 5</u>	<u>Editing theses</u> ..... Answer 4 questions about the Guidelines for Editing Research Theses, and discuss what an editor of research theses needs to be aware of.	☒	Field Code Changed Field Code Changed
<u>Question 6</u>	<u>Editing practice</u> ..... Answer 4 questions on various aspects of editing practice, including copyright, markup and selection of components for a publication.	☒	Field Code Changed Field Code Changed
<u>Question 7</u>	<u>Structural and developmental editing</u> ..... Edit 3 short paragraphs, a title and a lead-in sentence to improve the flow of text	☒	Field Code Changed Field Code Changed
<u>Question 8</u>	<u>Project management</u> ..... List the steps that you would take in managing the publication of an annual report for a large government agency	☒	Field Code Changed Field Code Changed
<u>Question 9</u>	<u>Back cover blurb</u> ..... Answer 4 short questions on improving a back cover blurb.	☒	Field Code Changed Field Code Changed
<u>Question 10</u>	<u>Children’s fiction</u> ..... Draft a response to a request to evaluate a manuscript for a children’s book.	☒	Field Code Changed Field Code Changed
<u>Question 11</u>	<u>Editing scientific material</u> ..... Copyedit a scientific abstract from a non-English-speaking author. Edit a table, draft author queries and make typesetting suggestions.	☒	Field Code Changed Field Code Changed
<u>Question 12</u>	<u>Universal access to website material</u> ..... Discuss issues you would raise to convince a project manager of the importance of universal accessibility of website material.	☒	Field Code Changed Field Code Changed

**Question 1      Style**

- Answer 4 of the following 6 parts (1.1 to 1.6) of this question.
- Each part is worth 5 marks. (Total 20 marks)

**1.1      Using Track Changes, edit the following phrases into a less wordy form. (5 marks)**

- a. ~~mutually~~ agreeable ~~and beneficial to all~~ ←
- b. razed ~~to the ground~~
- c. ~~made a wholesale~~ contribution
- d. ~~confusing~~ changes ~~that confused~~
- e. in ~~total~~ agreement ~~ance with the decision~~
- f. a comprehensive ~~and intact~~ argument
- g. if ~~n the event of~~ a decision ~~being~~ is made ←
- h. ~~totally and utterly~~ viable
- i. forever ~~and a day~~
- j. she sobbed ~~and cried~~

OR mutually agreeable and beneficial

OR if decided

**1.2 The following sentences (a) to (c) strongly express the author's viewpoint or display bias. Using Track Changes edit the sentences to a neutral form. (3 marks)**

- a. The organisation of fun activities is beneficial for ~~It is imperative that disabled~~ children with disabilities ~~sitting in wheelchairs get out and have fun.~~
- b. Females in their thirties can miss out on ~~are unlikely to move into~~ senior positions if ~~because~~ they choose to leave the workforce ~~usually make the decision~~ to have children ~~before the biological clock stops ticking.~~
- c. ~~The only~~ sports writers ~~that are worth reading are those that~~ who have played a sport at the highest level can be very knowledgeable.

**Describe in the space below how you would approach the problem of bias or emotive language with the author. (2 marks)**

- d. Discuss the pros and cons of expressing strong viewpoints in terms of their impact on the reader, flag the problems with using discriminatory language, and suggest how the sentences could be changed.

**1.3 This part contains a set of 4 multiple-choice questions, 1.2(a)–1.2(d) and a short-answer question, 1.2(e). In the multiple-choice questions, select the best option by clicking on the box immediately to the left of that option. (5 marks in total)**

**a. Select the sentence that is correct. (1 mark)**

- A  HMAS Moreton Bay docked at South Wharf last night.
- B  HMAS Moreton Bay docked at *South Wharf* last night.
- C  HMAS *Moreton Bay* docked at South Wharf last night.
- D  HMAS Moreton Bay docked at South Wharf last night.

**b. Select the sentence that is correct. (1 mark)**

- A  The periodicals '*Better homes and gardens*' and '*The east coast*' have extensive details on developing seaside gardens.
- B  The periodicals 'Better homes and gardens' and 'The east coast' have extensive details on developing seaside gardens.
- C  The periodicals *Better homes and gardens* and *The east coast* have extensive details on developing seaside gardens.
- D  The periodicals *Better Homes and Gardens* and *The East Coast* have extensive details on developing seaside gardens.

**c. Select the sentence that is correct. (1 mark)**

- A  The *Victorian Legal Aid Act 2007* and *subsection 6.2* are being reviewed.
- B  The *Victorian Legal Aid Act 2007* and subsection 6.2 are being reviewed.
- C  *The Victorian Legal Aid Act 2007* and *subsection 6.2* are being reviewed.
- D  *The Victorian Legal Aid Act 2007* and subsection 6.2 are being reviewed.

**d. Select the sentence that is correct. (1 mark)**

- A  *Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band ‘*Whopper*’.
- B  *Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band *Whopper*.
- C  *Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band ‘Whopper’.
- D  *Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band Whopper.

**e. Discuss why this example could be both right and wrong. (1°mark)**

*The Victorian Digital Awareness Department* received \$2 billion funding in 2010.

Italics would not normally be used in (e). However, if the document being edited used italics throughout for department names, you need to follow this style. The issue is consistency and determining the required style and wishes of the client.

Another possibility is that the text in italics is actually the name of a publication.

**1.4 These sentences (a) to (d) each have the same type of flaw. Using Track Changes correct each sentence (4 marks).**

- a. The range of daffodils, tulips and roses ~~are~~is wonderful at Garden for You.
- b. What ~~are~~is the highest number of handpasses you would expect in a game of football?
- c. The rapid change in software development ha~~ve~~s transformed technique and output analysis.
- d. Compare detergent and soap by listing ~~it~~stheir similarities and differences.

**Define the flaw in the sentences (a) to (d). (1 mark):**

- e. **Lack of agreement between subject and verb; incorrect use of singular and plural.**

**1.5 Answer all 8 of the following sub-questions: 1.4(a)–1.4(h). For questions 1.4(a)–1.4(d), select the best option by clicking on the check box immediately to the left of that option. For questions 1.4(e)–1.4(h), type the best option into the space indicated. (4 marks in total)**

**a. Select the sentence that is correct. (½ mark)**

- A.  Add 16 gms of sugar to the solution.
- B.  Add 16 gm of sugar to the solution.
- C.  Add 16 grams of sugar to the solution.
- D.  Add 16 G of sugar to the solution.

**b. Select the sentence that is correct. (½ mark)**

- A.  Carefully pour 47 mls of water into the beaker.
- B.  Carefully pour 47 MI of water into the beaker.
- C.  Carefully pour 47 mL of water into the beaker.
- D.  Carefully pour 47 mLs of water into the beaker.

**c. Select the sentence that is correct. (½ mark)**

- A.  Modern *Homo Sapiens* evolved about 200,000 years ago.
- B.  Modern Homo sapiens evolved about 200,000 years ago.
- C.  Modern *Homo sapiens* evolved about 200,000 years ago.
- D.  Both B and C are correct depending on the style used.

**d. Select the sentence that is correct. (½ mark)**

- A.  In the afternoon the temperature rose to 30 °C.
- B.  In the afternoon the temperature rose to 30° C.
- C.  In the afternoon the temperature rose to 30°C.
- D.  In the afternoon the temperature rose to 30°c.

**e. Select the option that is correct and copy and paste (or type) it into the space provided. (½ mark)**

twenty %      20 percent      20 per cent

The price was reduced by 20 per cent.



- f. **Select the option that is correct and copy and paste (or type) it into the space provided. (½ mark)**

7 tons      7 tonnes

The African elephant weighed 7 tonnes

- g. **Select the option that is correct and copy and paste (or type) it into the space provided. (½ mark)**

120 Km/h      120 km/h

Cheetahs can run at speeds of up to 120 km/h

- h. **Select the option that is correct and copy and paste (or type) it into the space provided. (½ mark)**

Titanium      titanium      *titanium*

Many artificial joints are composed of titanium.

**1.6 Consider the use of punctuation in the following sentences (a) to (d). Using Track Changes make any necessary corrections to the sentences (4 marks).**

- a. At the peak of the flooding in East Gippsland, the Cann River broke its banks. ~~and~~ ~~h~~ Houses were washed downstream, livestock drowned and potato crops ruined.
- b. ‘She ran so fast I just couldn’t catch up,’ Lucy panted, ~~so~~. ‘We will never catch her now,’ she added.
- c. Ella commented: ‘We have never seen such development in such a short time.’
- d. This report outlines:
- the rights of consumers;
  - the law relating to security;
  - the law relating to warranty conditions;
  - the role and function of the Commission.

**How would you decide on the style used in (d)? (1 mark)**

Check the client’s style guide for the presentation of lists and follow that style. If there isn’t a style decision to refer to, use a common style from a source like the *Style manual*, or request information from the client.

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## Question 2 Plain English and clarity

- Answer both parts (2.1–2.2) of this question.
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### 2.1 List 5 underlying principles of Plain English. (5 marks)

1. **clear and simple**
2. **appropriate to the audience**
3. **direct and personal**
4. **favours informal language, where appropriate**
5. **draws on common, everyday language**
6. **is accessible to a wide audience**
7. **explains technical terms in simple language**
8. **attempts to interest readers and hold their attention**
9. **favours simple sentence structures**
10. **generally avoids passive voice**
12. **is respectful of the reader.**

- 2.2 The intended audience for the following passage is international students whose first language is not English. Use Track Changes to edit the passage, transforming it into plain English so it can be understood by the audience. (15 marks)

Upgrading the ~~S~~sound ~~S~~system: ~~Upgrade~~ Report to the ~~B~~board

OR

Board report: Upgrade of sound system ~~Report~~

~~As preparation for the commencement of this project a quote was acquired by t~~The Administration has received a quote from ~~the~~its preferred supplier for improved sound ~~replacement~~equipment ~~designed to ameliorate the quality of auditory sound in all sections of the premises.~~

It is now seeking quotes from ~~Administration is currently involved in a process of identification of other potential suppliers of the aforementioned equipment with the aim of enabling comparisons to be made and facilitating decision making for so that~~ ~~B~~board members can make comparisons between suppliers before making a decision.

However, the board has also asked ~~It has become evident that concurrently, the administration to explore the possibility of redeveloping the building~~~~has been requested by the Board to progress the investigation of the capacity of the premises to undergo redevelopment, congruent with~~ to accommodate ~~ion~~ a greater ~~of the expansion of the numbers and~~ range of activities ~~that could be undertaken here.~~

For this reason the administration will ask that all ~~As such, all organisations and individuals that have been approached have been requested to ensure inclusion in their quotes include~~ ~~of an indication of their capacity to~~ remove ~~and re-installation~~ and re-installation in case these are needed after ~~said equipment post~~ redevelopment.

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### Question 3 Obtaining an editorial brief

- Review the editorial requirements for the publication described below, and then answer the two questions in the spaces provided.

Phone message:

Hi, this is Linda from Lovely Designers. I have just received the files for a 90,000 word book and I don't think I can start work on it as it is.

It's called 'One lit fuse: the rise of rocket science' and apparently the three authors are aiming for the backyard rocket boffin market. They are self-publishing the book with the last part of their research grant, and it's packed with interesting information.

The actual text doesn't seem badly written — it's grammatical and it passes a spellcheck, but the chapter titles and headings are all written differently and I'm not sure what level of heading some things are. Also the authors don't seem to have agreed on how to caption or number the illustrations—there seem to be stacks of diagrams and various historical photographs in the package but I've got no idea how many there are or where they are meant to go.

I don't think an editor has looked at any of it. Would you be interested in sending an expression of interest to the lead author to provide your editorial services, before I start on the layout?

- 3.1 **Make a checklist of editorial tasks required, elaborating each point where required. Include as many tasks as you think appropriate. If you run out of bullet points, press [Enter] to add more. (10 marks)**

- editing headings and subheadings for consistency in style and content; applying a consistent hierarchy throughout
- copyediting for clarity and consistency and to make any necessary corrections to syntax, spelling, punctuation and other usage
- checking references cited with bibliography and checking citation format is consistent
- preparing a list of illustrations, numbering illustrations in sequence and indicating their position in the text
- editing captions and labels for illustrations
- incorporating authors' responses to any queries in the revised document
- proofreading after first design layout and checking illustrations
- editing the index
- 
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2 marks for elaborated tasks, 1 mark for name of task only

**3.2 Write a list of questions you would ask the lead author. Include as many questions as you think appropriate. If you run out of bullet points, press [Enter] to add more (10 marks)**

2 marks for elaborated tasks, 1 mark for name of task only

- Have you followed a house style in writing the text and also in preparing the bibliography? If yes, may I have copy? If not, discuss preferences for stylesheet.
- Who is my contact for any copyediting queries or choices?
- Have you obtained an ISBN or cataloguing data? Do you know about legal deposit requirements?
- Have you obtained permissions for the illustrations and photos you want to use?
- Are you going to prepare an index?
- Have you checked the factual content of each author's chapters?
- Have you checked for any defamatory or offensive content?
- Are there any safety or OHS concerns arising from the text (do you describe any experiments with rockets that people might try?)
- Is this a book for the Australian market or do you hope to send it overseas as well?
- Have you prepared a copyright statement? How are you attributing the copyright between the three of you?
- What kind of acknowledgement does the funding body require, if any? Do they have any formatting requirements or do they need their logo included?
- Are there other acknowledgements you need to include?
- Would you expect me to work with the designer if she needs advice on laying out tables or developing diagrams, graphs etc?
- Are there any special features such as mathematical or chemical formulae and symbols or foreign language extracts?
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## Question 4 Editing and constructing lists

- Answer all 3 parts of this question (4.1–4.3).
- Marks for each part are shown alongside the question. (Total 20 marks)

4.1 The publisher of a popular gardening guide wants their celebrity gardener John Barleycorn's golden rules for planting tree seedlings to be clear at a glance. Convert John Barleycorn's paragraph below into a list using bullet points. (5 marks)

- Your edits will be automatically tracked using Track Changes.
- To indicate a bullet point, it is sufficient to simply type a hyphen followed by a space. OR you may apply a List Bullet style from the Styles gallery under the Home tab on the ribbon.

John Barleycorn's ~~The~~ golden rules for ensuring survival of tree seedlings:  
~~are to e~~ Choose a species suited to the climate and the site, carefully considering its eventual height and spread.  
~~, m~~ Make sure the soil in the container is moist but not too wet.  
 ~~i~~ Incorporating good drainage material (or moisture retaining material, if the species is a moisture lover) into the soil mix.  
 ~~W and watering~~ regularly until the roots are established, usually about two years.—  
~~John Barleycorn~~

4.2 List three characteristics of well-constructed lists. (3 marks)

1. accurate and appropriate lead-in line, with each point following logically
2. consistent end punctuation
3. consistent form – sentence structure / grammar
4. consistent capitalisation

**5. consistent use of bullets or numbers**

- 4.3 A local health care and wellness centre has compiled the following list of its services. The practitioners have asked you to suggest how it might be improved. They want the tone to show focus on wellness, not illness.

In the spaces below, describe the 5 main problems with the list. For each problem you identify, suggest a strategy to address the problem. Do not edit the list. (12 marks)

Commonly treated conditions:

- Immune Support.
- achieve peak performance
- Stress and mood disorders
- vitamins, minerals and antioxidants;
- Wellness and healthy ageing.
- Digestive and Gut support.
- Integrated detox & liver support
- Eliminate Fatigue and weakness
- Male support
- Manage fertility;
- Environmental illnesses
- And many more ...

- a. **Problem:** The list is trying to cover too many different things – health problems, forms of treatment, supplements, etc.
- Strategy:** Have more than one list – e.g. one for treatments offered, one for health problems addressed, etc. Suggest a rethink – the list is unwieldy and perhaps it doesn't have to be so comprehensive. Maybe it would be better to focus on less.

- b.** **Problem:** 'Commonly treated conditions' is not an accurate lead-in line for a list that includes many types of health issues and remedies.
- Strategy:** Change the lead-in line. The list includes more than 'conditions' so a more general description is needed – perhaps 'Areas of expertise'.

- c.** **Problem:** Lack of consistency in form – list includes treatment types (e.g. immune support), health problems (e.g. stress and mood disorders), goals (e.g. achieve peak performance) and categories of supplements (e.g. vitamins, minerals and antioxidants).
- Strategy:** Have more than one list – e.g. one for treatments offered, one for health problems addressed, etc.
- Make the entries grammatically consistent – e.g. turn them all into nouns ('fertility management' instead of 'manage fertility', 'peak performance' instead of 'achieve peak performance').

- d.** **Problem:** Capitalisation is not consistent.
- Strategy:** Make the end punctuation and capitalisation consistent

- e.** **Problem:** End punctuation is not consistent.
- Strategy:** Make the end punctuation and capitalisation consistent

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**Question 5 Thesis editing**

- Answer all 4 parts (5.1–5.4) of this question. (20 marks)

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**The Institute of Professional Editors Limited (IPEd) and the Deans and Directors of Graduate Studies at Australia's universities have jointly developed a set of 'Guidelines for editing research theses'.**

**5.1 Where can these guidelines be found? (2 marks)**

IPEd website, university websites, state and territory societies of editors websites

**5.2 Briefly (in about 6 lines of text), explain why such guidelines are required. (5 marks)**

University regulations stipulate that a research thesis must be a student's original work. Therefore it is most important that an editor does not provide assistance that would replace work that should be undertaken by the student themselves or be more properly offered by the supervisor. The editor must maintain the distinction between editing and rewriting – and refrain from rewriting. A particular danger with rewriting is that it may misinterpret the author's intention, especially in the case of NESB students who may not fully appreciate the changes in meaning that have been introduced

**5.3 What measures, suggestions and recommendations do the guidelines include that are designed to address the matters discussed in your answer to question 5.2? (10 marks)**

- Addressing certain agreed matters only – either identify particular standards or use terms such as completeness, consistency, language, illustrations.
- Using terms such as proofreading and copyediting.
- Editing or returning copy in hard copy only, so that candidate has to consider all

suggested changes, or editing electronically and returning electronic file as pdf.

- Involving supervisor
- Offering examples rather than making substantive changes
- Retaining all marked up versions until well after completion of job
- Referring to the definitions of copyediting and proofreading in the FAQs in the guidelines (see extract below).

*(A professional editor may only provide you with copyediting and/or proofreading services. Copyediting services include editing to achieve the following: clarity of expression; accuracy of grammar, spelling and punctuation; appropriate use of style and tone; appropriate use of technical, specialised or foreign material; appropriate, accurate and consistent use of illustrations, diagrams, and the like. Proofreading services include checking the document to ensure that all document elements are complete and consistent. This includes verifying and correcting, as necessary, the following: the integrity of all parts of the publication; consistency in use of style, terminology, etc.; grammar, punctuation and spelling; referencing; illustrations and tables; and format and layout. See the ASEP for full details of what is involved in copyediting (Standard D) and proofreading (Standard E).)*

**5.4 What other matters do you, as an editor of research theses, need to be aware of and address with a research degree candidate? (3 marks)**

Institutional restrictions and or regulations  
Institute/School/discipline style manual or guides

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Discussing costs with student

Acknowledgement of editor

Involving supervisor (if not discussed above)

Agreeing on reasonable timelines

Specific issues for candidates for whom English is a second language.

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## Question 6 Editing practice

- Answer all 4 parts (6.1–6.4) of this question.
- Marks for each part are shown alongside the question. (Total 20 marks)

6.1 Name each of the following fonts and explain how they would be marked up by hand in a manuscript. The first one is completed for you. (5 marks)

	Font example	Name of font style	Explanation of how it would be marked up by hand in manuscript
a.	<i>Australian flora</i>	italic	underline beneath words
b.	<b>Australian flora</b>	bold	Wavy underline beneath words to be changed
c.	<b><i>Australian flora</i></b>	Bold italic	Double underline – top line wavy, bottom line plain
d.	AUSTRALIAN FLORA	Caps and small caps	Triple underline under initial letter, double underline under rest of text to be changed
e.	AUSTRALIAN FLORA	caps	Triple straight underline under text to be changed



f.	<u>Australian flora</u>	underline	One straight underline under the <del>the</del> text and the word 'underline' circled in margin
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**6.2 Name 5 separate items that normally appear on an Australian publisher's imprint page. (5 marks)**

1. Name of the publisher, including address and website
2. Where it was printed, including address and website
3. Name of editor, if applicable
4. Owner of copyright
5. copyright statement
6. Publishing history including date first published, and subsequent publishing dates
7. Typeface used
8. National Library of Australia cataloguing information
9. ISBN
10. conditions for reproduction and procedure for obtaining
11. No. of pages
12. Cover image information, if applicable

**6.3 For the 5 numbered books in the first column below, choose from the second column the features it might have. Click where indicated to select the correct item. (5 marks)**

1 beginner computer guide (b) screen shots, bullet lists, tips	(a) 4-colour throughout, cartoons, technical diagrams, lists, answer section, boxed text
2 cookbook by TV chef (d) matt art paper, 4-colour photographs througho	(b) screen shots, bullet lists, tips
3 hardback biography (e) black and white photographs on glossy paper i	(c) executive summary, tables, lists, available on website as PDF or a Word document
4 year 10 maths textbook (a) 4-colour throughout, cartoons, technical diag	(d) matt art paper, 4-colour photographs throughout
5 government report (c) executive summary, tables, lists, available o	(e) black and white photographs on glossy paper in 3 special sections in the book

**6.4 Answer true (T) or false (F) to the following 5 statements. If the statement is false, explain why. (5 marks)**

- a. Copyright has to be registered in Australia to be effective.

True       False

**If false, why?**

Copyright applies automatically when a work takes on physical expression.  
There is no requirement for it to be registered.

- b. Copyright lasts for the lifetime of the creator plus 70 years.

True       False

**If false, why?**

True generally, but other circumstances may apply, such as if the first publication, public performance or communication occurs after the creator's death, then it is 70 years from that date; or if the work is never published, copyright continues indefinitely.  
Also —if copyright had expired when the Free Trade Agreement with the US was signed in 2005, copyright was not automatically revived on works where the creator had died between 50 and 70 years before.

- c. Provided you make 5 changes, you can legally copy and publish someone else's design.

True       False

**If false, why?**

Making changes doesn't take away the need to get permission.  
The act of copying or adapting someone else's work is a restricted act. Any adaptation will be legally regarded as *a derived work*; so if you simply adapt

the work of others, it will still be their work, and they have every right to object you if publish such a work when they have not given you permission to do so. They are also entitled to reclaim any money you make from selling their work.

- d. The Copyright Council administers copyright in Australia.  
 True       False

**If false, why?**

It is administered by the Attorney-General's Department

- e. The copyright notice usually appears on the imprint page of a book.  
 True       False

**If false, why?**

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## Question 7 Structural and developmental editing

- You must answer both parts (7.1–7.2) of this question. (20 marks)
- Note that in 7.1 you must choose 3 of 5 paragraphs to edit.

7.1 Select 3 of the following five paragraphs and edit them to improve the flow of text. Your edits will be automatically tracked using Track Changes.

### Paragraph 1:

The implementation of the Self-Assessment System for licences has allowed ~~shifted~~ ~~the emphasis of~~ the Environmental Protection Authority of Taiwan (EPAT) to do less ~~from direct~~ environmental monitoring and focus more on ~~towards~~ intensive audit and investigation activities that deter non-compliance. ~~Therefore, with the implementation of the Self-Assessment System, the environmental audit and investigation rate is expected to increase in order to ensure an effective level of deterrence for licensees.~~

### Paragraph 2:

~~Australia has a rapidly growing number of viruses that affect fisheries and aquaculture (OIE, 2008).~~ Along with other developed nations, such as Japan, the US and Norway, Australia's rapidly expanding viral diversity presents significant problems for fisheries and aquaculture and could affect ~~issues relevant to the future of~~ the nation's future seafood production (OIE, 2008).

**Paragraph 3:**

We ~~There is a clear~~ need to support ~~be more sympathetic to the needs of those who~~ producers ~~more rather~~ than just ~~other~~ ~~move product through the~~ supply chain members. Indeed, the Naples Programme of Action ~~wants~~ ~~goes further than this~~ ~~with calls for the overturning of~~ the current economic order ~~overturned to~~ (Massey et al., 1992) ~~in a bid to~~ protect the rights of primary producers (Massey et al., 1992).

**Paragraph 4:**

This ~~problems and complexities of the duality of doing~~ applied postgraduate research reflects the dual challenges of being useful to industry and ~~that is applied~~ ~~but also attempts to~~ making the conceptual breakthroughs valued by ~~as discussed~~ by Albert (2000) ~~who recognised that industry and academia can have different values, are evident within this project~~ (Albert, 2000).

**Paragraph 5:**

Unfortunately, ~~A common strategy used by many~~ young homebuyers can lose their properties if interest rates rise and they had borrowed all of the purchase cost, including seretlly obtaining a loan for ~~is to borrow~~ the deposit ~~but not inform the~~ financial institution from which they want to borrow the rest of the money. ~~Unfortunately, this strategy can lead to young homebuyers borrowing too much money and losing their properties if interest rates rise.~~

**7.2 Reword these two items to simplify them. (2 marks)**

**a. The title of a research paper:**

~~How effective are~~Efficacy of offshore~~overseas-based~~ telephone information centres for ~~helping and informing~~Australians~~-consumers?~~

**b. A lead-in sentence from a Literature Review:**

~~JThe sentiment is echoed in other literature with~~Jones et al. (2000) also reiterated~~ing~~ ...

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## Question 8 Project management

You have been contracted to manage the preparation and publication of the annual report for a large government agency. List the steps that you would undertake in managing this project. (Your steps should take account of preliminary preparation, clarification of the project, scheduling, administration, editorial control and design and production. It is not necessary to list them in the order in which you would undertake them.) (20 marks)

- Set up a stakeholder management team which includes senior staff in the organisation or people who have direct and easy access to senior staff, such as the CEO, CFO, Board or Council Chair, Minister (if applicable).
- Clarify what the budget is and the numbers to be printed, then work out details such as how much colour in finished project, etc.
- Using previous annual reports as a guide, develop a contents and sections list and assign names to each section and sub-section. Check your understanding of contents and style of presentation through a briefing with the CEO or delegated authority.
- Confirm content of briefing meetings with brief follow-up emails.
- Set up a project management team which must include at least designer/s, and a manager with sufficient authority to sign off at each stage.
- Establish a timeline for critical dates and deadlines working back from the date when the report must be lodged in Parliament or ready for a company's AGM or date at which financial results must be made publicly available.
- Schedule regular progress meetings at appropriate intervals. Email brief notes of what was agreed at meetings to all stakeholders as soon as possible after meetings.
- Check times when crucial people plan holidays or need to travel for work.
- nsure that timelines allow adequate time for editing, author queries, rewriting, approval and sign off, etc.
- Find out whether this is to be a bare minimum annual report (check government and ASIC guidelines) or a promotional report with glossy presentation, multiple images, etc. Senior staff to clarify this.

Include at least 10 steps. 1 mark for the step, 2 marks for some expansion on what is involved in the step.



- Will there be an electronic version of the report? If so, this may introduce another whole set of design issues and place some constraints on length of sections and overall document.
- Liaise, through the designer, if appropriate, with printer to establish timelines. Build in some contingency.
- Get a quote from the printer once you know details like number of pages, quality of stock, extent of colour, etc.
- Monitor the schedule continuously. Follow up immediately when material is late. Warn people when they will soon receive material on which there needs to be a quick turnaround. Adjust the schedule as required and keep participants informed of any changes.
- Include all project team members as cc on most emails so that they realise the number of people involved and the complexity of the project in which they may have only a small role. Although this may be a minor part of their overall responsibilities, they need to be aware of its importance to the organisation.
- Include PAs or EAs of senior staff in your emails so that they can follow up with the responsible people.
- Give advice about the style and format (usually minimal formatting) in which you want to receive submissions. Give guidelines on length. Mention Plain English.
- Organise photographs of senior staff and Board members as necessary well ahead of time. Liaise with PAs to find a time when almost all photographs can be taken in the same office on the same day.
- Begin search for appropriate illustrations from existing resources. If these are insufficient, develop list of images needed, brief photographer, and organise photo shoots of locations or projects with relevant staff.
- Start collating and editing as soon as you have sufficient material.
- Work with designer and relevant authors to decide on material which may need graphic or tabular presentation in order to make its meaning clearer to the report's readers.

- Establish a style sheet.
- Send unformatted section drafts to relevant managers for approval.
- Send approved sections to designer for formatting.
- Check and proofread each section after designer input and resend to manager for second approval.
- Edit whole document for consistency in style, as well as length and detail of comparable sections.
- Prepare captions for images and have them checked (especially places, people and names) by someone who can sign off on their accuracy.
- Authorise printing after final signoff by CEO or nominee and proofreading by more than one person.
- Arrange proof check by you or designer.
- Make sure that everyone involved receives a personal thank you from you and a copy of the report as soon as possible.

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### Question 9 Back cover blurb

- Read the text and then answer all 4 parts (9.1–9.2) of this question in the space provided. (20 marks)

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**You have been the project editor for a new book on blurb writing. Publicity has sent you this back-cover copy for review and edit.**

This book by Ed Inhaus, BA (Hons), MA, PhD, (pictured below) renown promoter and master of the puff, currently plying his trade at MultiNational Books Pty Ltd, reveals all the secrets of the blurb-writer's trade, telling you all you could ever want to know about crafting copy that's sure to grab the browser, would-be reader, or potential book reviewer's (or all the above's) attention from the get-go!

Not getting your message across? Failing to achieve market targets? Missing your readership? Make your next blurb sing! Watch your sales soar!!

Not only accessible and punchy, this tome is set to become the Bible of copywriters, editors, marketing staff and publicists. Learn the tricks of the trade from an insider.

A few pointers from the master:

- The shorter, the better ...
- Never use negatives. Be positive.
- Jargon is death;
- Find a hook
- How many endorsements are enough?
- Are dot points for textbook copy only?
- If your book/author has received prizes or other gongs
- Readership?

-- Use the first line of your blurb to grab attention.

If you enjoyed Eats, Shoots and Leaves, this is the book for you. Now in its fifth reprint. Over 10,000 copies sold.

**9.1 What suggestions could you make to improve the opening sentence to the blurb? (5 marks)**

- Breaks the first rule of blurbs: Keep it short and keep it riveting. This sentence is too long and cumbersome (complete with parenthetical inserts). Please shorten.
- Should open with a bold statement or a question that urges the browser to read on: e.g. 'Has this got your attention?' Or 'How to pack a punch?'
- Could open with a variation on the last paragraph of the blurb, or the description 'The Bible of copywriters'. Perhaps this might appear in a different font or colour or type size from the rest of the blurb to catch the browser's attention and put them quickly into the picture.
- Control those clichés, please.
- Suggest having a separate biographical note with author pic alongside. This could go on the back cover apart from the blurb or at the end of the blurb proper, or it could appear on page i (half-title).
- What's the title of the book?

**9.2 What could improve the second and third paragraphs? (5 marks)**

- Watch those negatives.
- Try to recast as positive statements or questions: 'Want to get your message across, achieve market targets and reach your readership? ... Accessible and punchy ...'
- Tune down the exclamations. One is sufficient. Three are excessive.

- Watch out for jargon. This is sounding a bit clichéd.
- Short sentences are good for pace, but there are too many in the second paragraph.

**9.3 List 5 aspects that could be improved in the dot-point list. (5 marks)**

1. Reduce the number of points to maintain the reader's interest.
2. Correct the lack of parallel structure within the list.
3. Try to keep points similar lengths.
4. Sort out the punctuation of the list.
5. Rework the order of the points (e.g. do not end with 'Use the first line of your blurb to grab attention.')

**9.4 What points would you raise about the final paragraph? (5 marks)**

Need to clear up the ambiguous statements and indicate that the number of reprints and the print run refers to Ed Inhaus's book, not Lynne Truss's punctuation guide.  
Is *Eats, shoots and leaves* the best comparison? Is it a fair comparison?

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**Question10 Children's fiction**

- Read the text and then answer both parts (10.1–10.2) of the question. (20 marks)

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**In the role of children's fiction publisher Melanie Brown, make notes about the letter you would write in response to Smith & Smith literary agents.**

Melanie Brown  
Publisher  
Over the Rainbow Books  
PO Box 56  
Leichhardt NSW 2040

Dear Melanie

Enclosed please find a synopsis of a junior fiction novel by our client Samantha King. Samantha, as you know, is a New York Times bestselling author. Her Paradigm series of fantasy novels has been published internationally; she also is a popular speaker at fantasy conventions and has appeared recently on the ABC's Book Show. With the proposed manuscript, she is writing for the first time for children, an audience that she has long wanted to reach.

Samantha is passionately interested in our unique Australian fauna and feels strongly that children need to be educated about environmental issues. For Love of a Parrot is a fast-paced adventure story about three siblings aged 8, 9 and 10. Their parents, overseas at an academic conference, have sent them to a small country town, to spend their summer holidays with an aunt they have not met before. Not only do they have to leave their computer games and internet behind, but they must get used to living in an old house and with their eccentric Aunt Marje, who grows her own vegetables and believes in a sustainable way of life. While they are exploring the town, they discover suspicious clues that lead them to a bird-smuggling operation. Using their own resources and their aunt's collection of bird reference books, they must rescue the rare parrots, confront the culprits and see them delivered to justice. The children learn something valuable about nature.

The manuscript is 75,000 words, and we think it suitable for 10 to 12 year olds. Please let me know what you think.

Yours sincerely

Sharon Smith  
Smith & Smith Literary Agents

**10.1 Indicate why you would be interested to see the manuscript or alternatively why you feel it might not be suitable for your list. You may mention, for example, the suitability of the word length for the age group, the appropriateness of the story's approach and theme, and whether the age of the characters is right for the target audience. (15 marks)**

- The word length is not right for the age group. Length of 35–45K would be about right.
- The educational (didactic) nature of the story is a problem. This approach belongs to the Victorian era. A children's book with an unsubtle moral is anathema to children's publishers.
- A frequent theme with first-time children's book authors is bird smuggling. It is outdated and most children's publishers would not respond to it.
- The age of the characters is not right for the reading age – it is a principle in children's publishing that children prefer to read about characters older than them, never younger.

**10.2 List some common misunderstandings about children's fiction publishing and comment on how this proposal relates to them. (5 marks)**

- An author who is popular and successful in another field/genre often thinks writing for children will be easy. It isn't.
- Many authors in writing for children try to write in a style that they remember from their own reading rather than studying books that are published now (e.g. crooks and crime – as in what hope do a gang of hardened criminals have against the Famous Five? – are hardly ever seen in kids' books now).

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## Question 11 Editing scientific material

- Answer both parts (11.1–11.2) of this question. (20 marks)

### 11.1 Using Track Changes, copyedit the following text from a non-English-speaking author to make it suitable for submission to an academic journal (US spelling). Note any author queries you would make in the space below the abstract.(12 marks)

Abstract

*Objective.* This study ~~was~~ aimed to analyze the factors associated with anxiety, knowledge and attitudes toward influenza A (H1N1) and its vaccination among health care workers.

*Methods.* ~~The study used a~~ cross-sectional-descriptive design, ~~and it~~ was used, with data collected between ~~carried out~~ 31 November ~~—~~ and 6 December 2008. [AQ1]

~~Data~~ were collected from 365 health care workers working in two hospitals ~~completed the questionnaire. Data collection tools comprised~~ via ~~of~~ a questionnaire on demographic characteristics and the State-Trait Anxiety Inventory .

*Results.* Respondent's knowledge about the name of influenza A agent virus, ~~mode~~ of transmission ~~ways~~ and vaccine type was relatively good. [AQ2] But only ~~twelve percent~~ 12% of health care workers ~~got~~ were vaccinated. Most ~~of the~~ participants believe that the vaccine is ~~not~~ unreliable (89.7%) and not protective (82.3%). Refusal was mostly due to the vaccine's adverse effects, not believing ~~in the~~ vaccine's protectiveness and the ~~P~~prime ~~m~~Minister's attitude against the vaccine.

In terms of anxiety levels, although ~~any~~no significant difference was ~~not~~ detected between vaccinated and non-~~t~~vaccinated ~~ones~~respondents, ~~it has been found that~~the state of anxiety ~~is~~was high in mistrustful respondents.

*Conclusions.* Most ~~of~~ healthcare workers are informed about influenza A/H1N1 and,

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considering the seriousness of the outbreak, the vaccination rate is extremely low. In vaccination campaigns, governments provide safety, [AQ3] and efficiency of the media should be used efficiently provide this safety. ~~We think that our~~ This study will contribute to strategy in government vaccination campaigns ~~determined by the governments.~~

*Keywords:* Anxiety, attitudes, influenza A/H1N1, trust, vaccination

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#### Type any author queries here:

AQ1: Please clarify date as there is no 31 Nomenber.

AQ2: Please use a more term than 'relatively good' on second line of results section.

AQ3: Please clarify what you mean by 'safety'.

#### 11.2 Edit the following table and list queries for the author and typesetting suggestions. (8 marks)

Table 7: Present value of One Dollar

Year	5%	6%	8%	9%
1	0.952	0.943	0.0926	0.917
2	0.907		0.890 0.857	0.842
3	0.864	0.840	0.794	0.772
4	0.823	0.592	0.735	0.708
5	0.784	0.747	0.681	0.65

#### Author queries:

Please check percentages as the 7% column is missing.

Please check the figure '0.0926' as it differs markedly from others.

Please add the final digit to '0.65'.

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**Typesetting suggestions:**

Align figures in column headed 6%.

Suggest aligning figures on decimal point in columns.

Correct alignment of all column heads.

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## Question 12 Universal access to website material

You are overseeing the development of a new section of a government website and need to brief relevant staff. The project manager has questioned the funding you have allocated to ensuring the section content is accessible to all users, including those with a disability, and has asked you to reduce it.

Discuss at least four issues you would raise to convince the project manager of the importance of universal accessibility of website material. (20°marks)

1. Legal requirements. It is illegal to discriminate against a person on the basis of their disability. An inaccessible site could open the department to prosecution under the *Disability Discrimination Act*.
2. Government policy. All Australian government websites have undertaken to follow the Web Content Accessibility Guidelines standards.
3. Population statistics. At least 10% of the Australian public have a disability which affects how they can access information and communication technologies.
4. Benefits for other users. Sites with accessible designs are also more useful for users of mobile devices, users with old equipment, users with slow and limited bandwidth, etc.
5. Cost savings. Providing information in an accessible format may help reduce costs by reducing queries made directly to the department, e.g. by phone.

[Could have alternative answers for non-government/business sites, if wished; see business case <http://www.w3.org/WAI/bcase/Overview.html>]

2 marks for each valid issue; 3 marks for discussion of the issue.

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### End of Part 3

Before you close this document, check that you have:

- entered your candidate number in the box provided under the main heading of the document
- Indicated which 4 questions you have done in in the [Part 3 questions – summary list](#)
- saved the document.  
REMINDER: If you get a Privacy Warning message, click **OK**.

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