

**Institute of Professional Editors (IPEd)**

**SAMPLE exam for accreditation**  
**Answer guide**

**Time allowed: 3 hours + 30 minutes reading time**

## Part 1: worth 20%

### Copyediting questions

- Q1 He lay prostate on the ground after the grueling race.  
A1 He lay **prostrate** on the ground after the **gruelling** race.  
[½ mark per correction]
- Q2 Katie was embarassed when she arrived with her half sister and found that the maintanance on their holiday accommodation had not been fully completed.  
A2 Katie was **embarrassed** when she arrived with her **half-sister** and found that the **maintenance** on their holiday accommodation had not been **fully** completed.  
[¼ mark per correction]
- Q3 Is Bill an honorable man or merely conscientous?  
A3 Is Bill an **honourable** man or merely **conscientious**?  
[½ mark per correction]
- Q4 The womens and girls showers are close to the pool. The mens and boys are some distance away.  
A4 The **women's** and **girls'** showers are close to the pool. The **men's** and **boys'** are some distance away.  
[¼ mark per correction]
- Q5 'Economics are not my strong point; whose an expert we can consult?' she said.  
A5 'Economics **is** not my strong point; **who's** an expert we can consult?' she said.  
[½ mark per correction]
- Q6 The great success of the evening was enhanced by the high quality program and the finely-dressed guests.  
A6 The great success of the evening was enhanced by the **high-quality** program and the **finely dressed** guests.  
[½ mark per correction]
- Q7 Hiking through the forest, a heavy branch nearly fell on me and my 2 friends.  
A7 **As we were** hiking through the forest, a heavy branch nearly fell on me and my **two** friends.  
[½ mark per correction]
- Q8 The clothing label warned that the synthetic fabric was highly flammable, and she reflected that this was why it had been superseded.  
[1 mark for unchanged sentence; no errors]

- Q9** The committee needs a full compliment of members and we really encourage you to seriously consider nominating themselves for a position.
- A9 The committee needs a full **complement** of members and we really encourage **people/you** to seriously consider nominating themselves/**yourself** for a position.  
[½ mark for correcting spelling; ½ mark for *people ... themselves* OR *you ... yourself*]
- Q10** The spokesman released the statement by the minister: each householder is expected to limit his daily average water usage to 80 litres.
- A10 The **spokesperson** released the statement by the minister: each householder is/**householders are** expected to limit **their** daily average water usage to 80 litres.  
[½ mark for gender-neutral speaker; ½ mark for gender-neutral pronoun for householder; *each householder is/householders are* both acceptable]
- Q11** By the 1880s the Richmond River became a bustling waterway with barges pulled by steam tugs or droghers as they were called, and a variety of smacks, ketches and sloops fishing both river and ocean.
- A11 By the 1880s the Richmond River **had become** a bustling waterway with barges pulled by steam tugs, or droghers as they were called, and a variety of smacks, ketches and sloops fishing both river and ocean.  
[½ mark for correction of tense; ½ mark for comma following *tugs*; the phrase *or droghers as they were called* surrounded by en or em dashes is also acceptable]
- Q12** I wouldn't be surprised if it doesn't snow tonight.
- A12 I **will be** surprised if it doesn't snow tonight. OR  
I wouldn't be surprised if it **snowed** tonight.  
[1 mark for appropriate correction, eliminating one of the negatives]
- Q13** These ancient forests of 'red gold' or *Toona australis* with trees up to several hundred feet tall were soon succumbing to crosscut saws and axes.
- A13 These ancient forests of 'red gold' or *Toona australis*, with trees up to several hundred feet tall, were soon succumbing to crosscut saws and axes.  
[½ mark for italic; ½ mark for resolving punctuation of *with trees ... tall*; en or em dashes also acceptable]
- Q14** Carol and me went to the cinema with Bob last night. At interval Bob and myself had coffee and later he travelled home with Carol and I in my car.
- A14 Carol and **I** went to the cinema with Bob last night. At interval Bob and **I** had coffee and later he travelled home with Carol and **me** in my car. OR  
... At interval Bob and **I** had coffee; later he travelled home with Carol and **me** in my car.  
OR  
... At interval Bob and I had coffee. **Later** he travelled home with Carol and me in my car.  
[¼ mark each for pronoun corrections; ¼ mark for resolving punctuation of final clause]
- Q15** As one of the few women on the board, her position is unique.
- A15 As one of the few women on the board, her position is **unusual** [or similar]. OR  
As **the only woman** on the board, her position is unique.  
[1 mark for resolving *few ... unique* contradiction]

- Q16** The guests are due to arrive between five or six, by which time everything must be ready.
- A16** The guests are due to arrive between five **and** six, **so by five** everything must be ready. **OR** ... six; **by five** everything must be ready.  
[½ mark for correct use of *between*; ½ mark for correcting timing]
- Q17** The residents of Towradgi were keeping their eyes crossed for the predicted break into the weather.
- A17** The residents of Towradgi were keeping their **fingers** crossed for the predicted break **in** the weather.  
[½ mark for each correction]
- Q18** Bens well into his 70's but he's certainly not the eldest in this competetion.
- A18** Ben's well into his **seventies/70s** but he's certainly not the **oldest** in this **competition**.  
[¼ mark for apostrophe in contraction; ¼ mark for *seventies/70s*; ¼ mark for *oldest*; ¼ mark for correct spelling]
- Q19** All members of the orchestra takes a rest for an hour between each performance.
- A19** All members of the orchestra **take** a rest for an hour between **each performances**.  
[½ mark for fixing subject-verb agreement; ½ mark for using plural form after *between*]
- Q20** Generally the Southern part of Ghana (except for the unusually dry area along the Coast between Takoradi and the Togo border) has more rainfall.
- A20** Generally the **southern** part of Ghana (except for the unusually dry area along the **coast** between Takoradi and the Togo border) has more rainfall than the rest of the country/the northern part of the country [or similar].  
[¼ mark for each correction of capitalisation; ½ mark for fixing hanging comparative]

## Multiple-choice questions

Q21 Which sentence is correct?

- a) The four ships had been lost; sunk down into the depths of the ocean. Of the 270 men who had set out three years earlier, less than 20 returned.
- b) The four ships had been lost; sunk into the depths of the ocean. Of the 270 men who had set out three years earlier, less than 20 returned.
- c) The four ships had been lost: sunk down into the depths of the ocean. Of the 270 men who had set out three years earlier, fewer than 20 returned.
- d) The four ships had been lost: sunk into the depths of the ocean. Of the 270 men who had set out three years earlier, fewer than 20 returned.

[Errors: a) semi-colon; sunk down; less; b) semi-colon; less; c) sunk down]

Q22 Which sentence is correct?

- a) The bank had diversified its investments to cover global media, global infrastructure and more recently, sustainable investing.
- b) The bank had diversified its investments to cover global media, global infrastructure and, more recently, sustainable investing.
- c) The bank had diversified its investments to cover global media, global infrastructure and more recently, sustainable investing.
- d) The bank had diversified its investments to cover global media, global infrastructure and, more recently, sustainable investing.

[Errors: a) comma missing before *more*; c) *infastructure*; comma missing before *more*; d) *infastructure*]

Q23 Which sentence is correct?

- a) 'That's bizarre', she muttered. 'Weird, wrong ... and absolutely unacceptable!'
- b) 'That's bizarre, she muttered. Weird, wrong ... and absolutely unacceptable!'
- c) 'That's bizarre,' she muttered. 'Weird, wrong ... and absolutely unacceptable!'
- d) 'That's bizarre,' she muttered. 'Weird, wrong ... and absolutely unacceptable!'

[Errors: b) quote marks missing after *bizarre* and before *Weird*; c) comma after *bizarre* on wrong side of quote mark; d) comma and exclamation mark on wrong side of quote mark]

Q24 Which sentence ending is correct?

The best way to establish consistency in editing a publication for an employer or client is to:

- a) find out what has been expected of previous editors.
- b) agree on the use of an established style guide or manual, and supplement it with a project style sheet.
- c) have access to recognised editing reference books to develop a project style sheet.
- d) consult with more experienced editors if you have queries.

[Tests: Knowledge of standards (CASE Australian standards for editing practice (2001) Section E2)]

## Part 2: worth 40%

### Hard-copy editing of manuscript extract

Line #		No. of marks
1	<A> Randolph House [mark up head]	<1>
2		
3	that <u>he</u> had // father,	<2>
4	1880's // <del>M</del> anager's	<3>
5	associated	<1>
6	houses // <del>blue stone</del> <u>bluestone</u> [OR QUERY]	<2>
7	<B> The Exterior [mark up head]	<1>
8	Binns's // single-storey // <u>g</u> Gothic	<3>
9	of <del>of</del> // surrounds // jarrah // <del>floor of jarrah</del> <u>floor</u>	<4>
10	southern sides // <del>wrought iron</del> <u>wrought-iron</u>	<2>
11		
12	houses's // fretwork // <del>barje boards</del> <u>bargeboards</u> // off // <u>finials</u>	<5>
13	complemented // <del>well-laid-out</del> <u>well laid out</u> // gardens-	<3>
14	<B>The Interior [mark up head]	<1>
15	Binns // <u>s</u> peacious // <u>a</u> ccess	<3>
16		
17	<del>bath room</del> <u>bathroom</u>	<1>
18		
19	outside <del>of</del>	<1>
20	knobs, // <u>m</u> antelepieces	<2>
21	overmantels	<1>

Page Total \_\_\_\_\_

22	<B>Changes in Ownership [mark up head]	<1>
23	<del>M</del> r // Randolph House [roman type]	<2>
24	Burnside, // there // (Harvey & // Bryant, 1995) // tenure,	<5>
25	<i>Closer Settlement Act 1901</i> [italics] // (Cw)th	<2>
26	hor <u>u</u> se	<1>
27	,who	<1>
28	lived	<1>
29	<del>threw</del> - <u>through</u>	<1>
30		
31	<del>in 1970</del> // his <u>their</u> // charms	<3>
32	<u>House</u> // house – [remove en rule] // left- [remove hyphen] // , <del>on the right,</del>	
33	[OR: the stables <del>on the right.</del> ]	<4>
34	<C>References [mark up head] // Reference [singular]	<2>
35	R: B: K: [deleted full stops ´ 3 = one correction] // B; [deleted comma after B = one correction] // <del>and</del> & Bryant, // <del>t</del> he // Ssouthern	<5>
36	<del>V</del> ic <u>Vic</u>	<1>
37	<A>Glen May [mark up head]	<1>
38	[remove new para indent] // <u>fourth</u>	<2>
39	<del>V</del> <u>v</u> illage	<1>
40	Scotland	<1>
41	<u>H</u> ouse // son's'	<2>
42	Killichonian	<1>
43	large, // country // <del>{1990}</del> <u>(1990)</u>	<3>
44	first. Later [space]	<1>
45	areas // ballrooms, // Glen May [roman type]	<3>

Page Total \_\_\_\_\_

46	billiard- [remove hyphen]	<2>
47	was <u>were</u>	<1>
48	<B> <u>The Exterior</u> // [mark up head]	<2>
49	local; // <del>stories</del> storeys	<2>
50	1 <del>st</del> <u>first</u>	<1>
51	Al <u>th</u> ough	<1>
52	storey	<1>
53	<del>r</del> Revival // Revival <u>style</u> // gable <u>s</u> // broad-	<4>
54	<del>teracotta</del> terracotta	<1>
55	iron-roo <u>v</u> ed // <del>lace work</del> <u>lacework</u> // lacework.- [remove 2nd full point]	<3>
56	<del>t</del> essated <u>tessellated</u>	<1>
57	highl <u>igh</u> ting // original <u>ly</u> // <del>o</del> an	<3>
58	<del>E</del> ngineer	<1>
59	<del>half-a-mile</del> <u>half a mile</u>	<1>
60		
61	<B> <u>The Interior</u> // [mark up head]	<2>
62	arch <u>it</u> ect // <del>q</del> ualities <u>quantities</u>	<2>
63		
64	<B> <u>Changes in Ownership</u> // [mark up head]	<2>
65	Math <u>i</u> eson // owners,	<2>
66	the; // <del>filled-in</del> <u>filled in</u>	<2>
67	M <u>o</u> ay // resid <u>en</u> ce	<2>
68	<del>L</del> ake // Ggardens // A <u>D</u> 1899	<3>
69	Wink <u>le</u> igh [roman type] // 31 <del>st</del> November //; 1980	<3>

Page Total \_\_\_\_\_

70	<C>References [mark up head]	<1>
71	B; // Ssouthern	<2>
72		
73	DL; // WFA; [deleted commas ' 2 = one correction] // 19th-eCentury // Ben <u>dn</u> igo	<3>
74		
75	<A>Winkleigh [mark up head]	<1>
76	occupies <u>d</u> // grazing	<2>
77		
78	a	<1>
79	"Old [single quote mark, not double] // <del>Mr</del> // first;	<3>
80	H <u>h</u> omestead // <del>their</del> <u>there</u>	<2>
81	returned; // permanently;	<2>
82	<del>son-in-law</del> <u>son-in-law</u> // V:P: // occupies <u>d</u>	<3>
83		
84	<B>The e <u>E</u> xterior // [mark up head]	<2>
85	architects; // designed // <del>stone masons</del> <u>stonemasons</u>	<3>
86	has <u>d</u> // houses's	<2>
87	Italianaite // <del>M</del> modified // g <u>G</u> othic	<3>
88	Single-storeyed	<1>
89	chimn <u>i</u> neys // e <u>n</u> lightened [OR QUERY: enlivened?] // dressed	<3>
90	<del>bay-windows</del> <u>bay windows</u>	<1>
91	<del>barge boards</del> <u>bargeboards</u>	<1>

Page Total \_\_\_\_\_

92	<B>The Interior: // [mark up head]	<2>
93	elaborately, // panelling,	<2>
94	colour // [new para with heading after 'colour'.] // <B>Changes in Ownership // Ownership: // [mark up head] // [start new line at VP] // Councillor	<7>
95	years // Woodruff et. al.	<2>
96	death, // 1901,	<2>
97	owned // Winkleiegh [that is, -ei-, not -ie-] // interests in	<3>
98	see pp:ages	<1>
99	1st First	<1>
100		
101	remained // ift	<2>
102		
103	moulding // billiards	<2>
104	<C>References [mark up head]	<1>
105	ARP; // Houses	<2>
106	P+ PT [remove space] // Government	<2>

Page Total \_\_\_\_\_

Page 1: \_\_\_\_\_

Page 2: \_\_\_\_\_

Page 3: \_\_\_\_\_

Page 4: \_\_\_\_\_

Page 5: \_\_\_\_\_

Total score: \_\_\_\_\_

## Example style sheet

### *General notes*

**Dictionary:** must be specified with sufficient detail to identify exactly which one was used, e.g. Macquarie Dictionary rev. 3rd ed. (2001)

**Spelling:** Australian (-ise, -our, -re)

**Dates and periods:** 25 April 1980; do not include 'AD'; centuries: twentieth century

**Numbers:** whole numbers: one to nine spelled out

> 10 in numerals

no space or comma in thousands: 4000 (until reach 10,000)

**Cross-referencing:** see pages 12–13

**Reference lists and in-text references:** author–date system

**Captions:** roman

**Punctuation and italics:** hyphenation: see specific instances in A–Z table below

no quotation marks or italics for names of houses

**Personal titles:** omit common civic titles, e.g. Miss, Mrs, Mr

retain military ranks, e.g. Captain

**Names:** no full points after initials, and no space between initials (in text and references)

*Note: Alternatives are acceptable provided their use is consistent.*

<b>A–B</b> bargeboard bathroom [bath room] bay window [bay-window] billiard room [billiard-room/billiards room] Binns (Roderick Oliphant; William; Robert) birthplace [birth-place] bluestone [blue stone] Burnside (Robert William)	<b>C–D</b> chimney pots [chimney pots] chimneystacks [chimney stacks] door knobs [door-knobs/doorknobs] Dulnain
<b>E–F</b> First World War [World War I]	<b>G–H</b> Glen May Gothic Revival style; Gothic style Gowan (Hugh)

<b>I-J</b> Hallwell (John H) Harris (Captain JS) Inverness (Scotland) Italianate Revival	<b>K-L</b> Killichonan lacework Longland (John and Elizabeth) Lynemore
<b>M-N</b> MacConnechy and Kendrick Matheson (James; William Matheson senior) Morris (James; Frank) modified Gothic	<b>O-P</b> overmantel
<b>Q-R</b> Randolph House Reid (Ainsley)	<b>S-T</b> Sturdevant (VP)
<b>U-V</b> Vic (abbreviation used as the shortened form) veranda [verandah]	<b>W-Z</b> Winkleigh Winterbotham (Arthur) wrought-iron [wrought iron]

One tick (= ½ mark) for each element on the style sheet. Add all ticks and divide by 2 for a mark out of 20. **Maximum of 20 marks**, even if total of accumulated marks exceeds this.

Total number of ticks: \_\_\_\_\_

Divide by 2: \_\_\_\_\_ (maximum: 20)

**Total mark:** \_\_\_\_\_ /20

## Example queries for the author

Line # Query

- 2 Please indicate to the reader which border is the border concerned, e.g. northern, southern etc.
- 6 Do you mean bluestone? [If not corrected: blue stone could conceivably be correct]
- 12 I think it might be a good idea to have a glossary containing definitions of terms such as 'bargeboards' and 'finials'? Would you agree?
- 17 Do you mean to say that it was an *unusual* feature to have a bathroom inside the house rather than a *usual* feature?
- 19 Do you mean inside the house?
- 26 Do you mean 200 acres or 200 hectares? And what is the hectare/acre equivalent?
- 27 This year (1906) doesn't seem right. Since Robert Burnside owned the house until 1907, the change of ownership must have occurred later in 1907 or else in 1908 or later (until sometime in 1910). Please can you check this date?
- 30 You say that the house 'remained until 1970', implying that the house was destroyed after that date. But the act of 'restoring' it suggests that it must still have been intact in 1970 and beyond – please clarify.
- 31 Since you refer to the current owners (plural) rather than the current owner (singular), do you not mean 'their' hands?
- 38 Do you mean that Matheson built the house in late 1860 or in the late 1860s?
- 51 This doesn't make sense. Should it be, 'these rooms were not restored'?
- 63 There appears to be some text missing from the end of this sentence. Please check and supply.
- 69 Please can you check this photo against the one under the Winkleigh essay below, as they look like they are the wrong way round.
- 69 This date cannot be correct since there are 30 days in November. Please check it.
- 72 Is the name of this publisher 'Rural Accent' or 'Rural Ascent'? You use both spellings.
- 89 The word here seems to be incorrect: do you mean 'lightened', or perhaps 'enlivened'?
- 93 Panelling and decoration are not commonly regarded as furnishings. Do you mean 'finished'?
- 95 There seems to be some text missing here (after the word 'sheep'). Please can you supply the missing text.
- 96 This sentence is incomplete. Please can you supply the missing text?
- 100 The quote from Ferris and Radcliffe is missing. Can you please supply it?
- 103 See AQ Line 69 above. Is this photograph in the wrong place?
- 105 You give the year of publication of Ferris and Radcliffe's book as 1966 in the text but as 1968 in the reference list. Which is the correct date?

Other sensible queries are also acceptable, e.g. querying a word or phrase that does not appear to make sense.

2 marks for each sound query (taking both placement and content into account).

**Maximum 20 marks.**

## Part 2 Calculations

Extract Total: \_\_\_\_\_ /160

Style Sheet: \_\_\_\_\_ /20

Author Queries: \_\_\_\_\_ /20

**TOTAL:** \_\_\_\_\_ /200

**Divide by 5** \_\_\_\_\_ /40

## Part 3: worth 40%

### Short-answer questions

- Answer 4 of the 12 questions – each question is worth 20 marks, making a total of 80 marks, which will be divided by 2 to produce a mark out of 40.
- 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.
- If you need more space to answer a question, use the additional pages provided at the back of the booklet. Mark the number of the question you are continuing on these pages clearly at the top of the page.
- You are not expected to check errors of fact in any of the editing exercises in this part of the exam.

### Part 3 questions – summary list

The subjects and skills covered in this part are:

Question 1	Style (answer 4 of 6 sub-questions)	page 16
Question 2	Plain English and clarity	page 20
Question 3	Obtaining an editorial brief	page 22
Question 4	Editing and constructing lists	page 23
Question 5	Editing theses	page 24
Question 6	Negotiating and organising an editing project	page 26
Question 7	Structural and developmental editing	page 27
Question 8	Project management	page 29
Question 9	Back cover blurb	page 31
Question 10	Children's fiction	page 32
Question 11	Editing scientific material	page 33
Question 12	Universal access to website material	page 35

## 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 Edit the following into a less wordy form. (5 marks)

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

1.2 (5 marks in total)

The following sentences strongly express the author's viewpoint or display bias. Edit the sentences (a) to (c) to a neutral form. (3 marks) In (d) outline how you would approach the problem of bias or emotive language with the author. (2 marks)

- (a) It is imperative that disabled children sitting in wheelchairs get out and have fun.  
The organisation of fun activities is beneficial for children with disabilities.
- (b) Females in their thirties are unlikely to move into senior positions because they usually make the decision to have children before the biological clock stops ticking.  
Females in their thirties can miss out on senior positions if they choose to leave the workforce to have children.
- (c) The only sports writers that are worth reading are those that have played a sport at the highest level.  
Sports writers who have played a sport at the highest level can be very knowledgeable.
- (d) Discuss the pros and cons of expressing strong viewpoints with the author, flag the problems with using discriminatory language, and suggest how the sentences could be changed.

1.3 (5 marks in total)

Tick the italics used in the following sentences (a) to (d) if they are used correctly, or make changes if they are incorrect. (4 marks) Discuss why the example in (e) could be right and wrong. (1 mark)

- (a) *HMAS Moreton Bay* docked at South Wharf last night.  
*HMAS Moreton Bay* docked at South Wharf last night.
- (b) The periodicals '*Better homes and gardens*' and '*The east coast*' have extensive details on developing seaside gardens.  
The periodicals *Better Homes and Gardens* and *The East Coast* have extensive details on developing seaside gardens.
- (c) *The Victorian Legal Aid Act 2007* and *subsection 6.2* are being reviewed.  
*The Victorian Legal Aid Act 2007* and *subsection 6.2* are being reviewed.
- (d) *Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band '*Whopper*'.  
*Jaws 3* and the sequel *Jaws 4* had hit theme songs written by the US band *Whopper*.
- (e) *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 uses italics throughout for department names, you may need to follow this style. The issue is consistency and determining the required style and the wishes of the client.

1.4 (5 marks in total)

These sentences each have the same type of flaw. Correct each sentence (a) to (d) (4 marks) and define the flaw in (e). (1 mark)

- (a) The range of daffodils, tulips and roses are wonderful at Garden for You.  
The range of daffodils, tulips and roses **is** wonderful at Garden for You.
- (b) What are the highest number of handpasses you would expect in a game of football?  
What **is** the highest number of handpasses you would expect in a game of football?
- (c) The rapid change in software development have transformed technique and output analysis.  
The rapid change in software development **has** transformed technique and output analysis.
- (d) Compare detergent and soap by listing its similarities and differences.  
Compare detergent and soap by listing **their** similarities and differences.
- (e) **Lack of agreement between subject and verb; incorrect use of singular and plural.**

1.5 (5 marks in total)

You are editing an Australian Year 10 science book and you find the following inconsistencies in use of terms and spelling. Circle the style you would use (a) to (h). (4 marks) For (i) list the resources you would use to make style and spelling decisions. (1 mark)

- (a) 16 grams or 16 gms?  
**16 grams**
- (b) 47 mls or 47 mL?  
**47 mL**
- (c) *Homo sapiens* or Homo sapiens?  
***Homo sapiens* or Homo sapiens – both correct depending on the style used.**
- (d) Titanium or titanium?  
**titanium**
- (e) 71 per cent or 71 percent?  
**71 per cent (depending on style used)**
- (f) 20 tons or 20 tonnes?  
**20 tonnes**
- (g) 10 km/h or 10 km per hour?  
**10 km/h**
- (h) 30°C or 30° C?  
**30°C (may include a thin non-breaking space)**

- (i) What resources would you use to make style and spelling decisions?

The style guide of the publisher you are working for; the *Macquarie dictionary* for Australian spelling, or the dictionary your client refers you to; the *Style manual* for current Australian usage; and other established references on Australian and technical usage.

1.6 (5 marks in total)

Consider the use of punctuation in the following sentences (a) to (d). Make any necessary corrections or tick the sentence if the punctuation is correct. (4 marks)  
How would you decide on the style used for the list in (d)? (1 mark)

- (a) At the peak of the flooding in East Gippsland, the Cann River broke its banks and houses were washed downstream, livestock drowned and potato crops ruined.

At the peak of the flooding in East Gippsland, the Cann River broke its banks.

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.

‘She ran so fast I just couldn’t catch up,’ Lucy panted. ‘We will never catch her now,’ she added.

- (c) Ella commented ‘We have never seen such development is such a short time.’

Ella commented: ‘We have never seen such development is 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

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.

- (e) How would you decide on the style used in (d)?

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.

## Question 2 Plain English and clarity

(20 marks)

2.1 List 5 underlying principles of Plain English (5 marks).

Plain English

- is clear and simple
- is appropriate to the audience
- is direct and personal
- favours informal language, when appropriate
- draws on common, everyday language
- is accessible to a wide audience
- explains technical words in simple language
- attempts to interest readers and hold their attention
- favours simple sentence structures
- generally avoids passive voice
- is respectful of the reader.

2.2 Edit the following passage into Plain English, ensuring that it can be understood by its audience (international students whose first language is not English). Other improvements may also suggest themselves. (15 marks)

Marks are not allocated for correct use of editing marks; it is sufficient to mark the changes clearly.

Sample edit with mark-up

Upgrading the Sound System: Upgrade Board Report to the board OR Board report: Upgrade of sound system

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

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

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

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

**Sample edit with changes accepted**

**Upgrading the sound system: Report to the board OR  
Board report: Upgrade of sound system**

The administration has obtained a quote from its preferred supplier for improved sound equipment.

It is now seeking quotes from other suppliers so that board members can make comparisons between suppliers before making a decision.

However, the board has also asked the administration to explore the possibility of redeveloping the building to accommodate a greater range of activities.

For this reason the administration will ask that all quotes include removal and re-installation, in case these are needed after redevelopment.

### Question 3 Obtaining an editorial brief

(20 marks)

**3.1 Make a checklist of editorial tasks required, elaborating each point where required. (10 marks)**

[2 marks for elaborated tasks; 1 mark for simple tasks.]

- 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
- checking footnotes for consistency in numbering and cross-referencing to citations
- 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

**3.2 Make notes on the questions you would ask the lead author. (10 marks)**

[2 marks for substantial questions; 1 mark for simple questions.]

- 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?

## Question 4 Editing and constructing lists

(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. (You can edit the text supplied or rewrite.) (5 marks)

John Barleycorn's golden rules for survival of tree seedlings:

- choose a species suited to the climate and the site, carefully considering its eventual height and spread
- make sure the soil in the container is moist but not too wet
- incorporate good drainage material (or moisture retaining material, if the species is a moisture lover) into the soil mix
- water regularly until the roots are established, usually about two years.

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

- accurate and appropriate lead-in line, with each point following logically
- consistent end punctuation
- consistent form – sentence structure / grammar
- consistent capitalisation
- consistent use of bullets or numbers

- 4.3 A local healthcare and wellness centre has compiled the following list of its services. The practitioners are aware that the text doesn't flow well, and they have asked you to suggest how it might be improved. They want the tone to be positive to convey the message that their treatments are supportive and focus on wellness rather than illness. What are the main problems with the list? (8 marks)

- The list is trying to cover too many different things – health problems, forms of treatment, supplements, etc.
- 'Commonly treated conditions' is not an accurate lead-in line for a list that includes many types of health issues and remedies.
- 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).
- Capitalisation is not consistent.
- End punctuation is not consistent.

- 4.4 What strategies would you suggest to address the problems identified in question 4.3? (4 marks)

- Change the lead-in line. The list includes more than 'conditions' so a more general description is needed – perhaps 'Areas of expertise'.
- 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').
- Make the end punctuation and capitalisation consistent.
- Suggest a rethink – the list is unwieldy and perhaps it doesn't need to be so comprehensive. Maybe it would be better to focus on less.

## Question 5 Thesis editing

(20 marks)

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 In fewer than 100 words, 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 achieve 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
- 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.

## Question 6 Negotiating and organising an editing project

(20 marks)

You have been approached by an academic author to quote on editing a book comprising submissions from a number of individuals. The topic area is similar to those you have previously edited. There will be 15 chapters of similar length (approximately 10,000 words each) and all authors are experts in their field, with previous publications completed. The publisher's guidelines have been supplied and a sample chapter emailed to you. You have been asked to 'check for spelling, grammar, layout and referencing using Chicago style referencing'. Each chapter has 3–5 tables and about 15 reference entries.

### 6.1 Describe how you will prepare your quote for this job, including how you determine your costs. (6 marks)

Perhaps a quick search of author's past publications to explore content area, refresh familiarity with Chicago style if rusty. Use varied sections of the sample chapter and edit it onscreen and calculate the rate for editing in words/hour and multiply by rate charged. If only one sample chapter is provided, seek an undertaking that the fee can be revised if other material turns out to be substantially different from the sample provided. Allow time for editing prelims and endmatter, checking cross-references and other non-standard material. Sample edit of references/tables if supplied to calculate rate for editing them – these usually take longer so cost a bit more.

### 6.2 What will you include in your written quotation? (8 marks)

- Specify what you will address – grammar, spelling, logical flow, consistency, highlight repetition/contradiction, check references for inclusion and completeness, comment on text and raise queries. When you will return documents and how, procedure for review/amendments.
- Calculation of cost based on sample with indication that it is an estimate and cannot be firm without seeing all documents and that possible variations within chapters due to different authors need to be considered.
- Payment information
- Timelines for work
- Method or return of files/process of review by author
- Responsibilities of both parties
- Any extras that have costs–postage, meetings, phone calls, etc.

### 6.3 What further information will you require? (3 marks)

Timelines, how material will be supplied, format of documents, how it will be returned/reviewed by authors, details of contact person, spelling preference.

### 6.4 What possible difficulties will you need to consider? (3 marks)

Variations between chapters with different writing styles, time for turnaround of chapters and speed of return, whether the timelines are reasonable and achievable.

## Question 7 Structural and developmental editing

(20 marks)

7.1 Select three (3) of the following five paragraphs and edit them to improve the flow of text. (6 marks each)

1. The Self-Assessment System has shifted the emphasis of the Environmental Protection Authority of Taiwan (EPAT) from direct environmental monitoring towards intensive audit and investigation activities. 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.

The implementation of the Self-Monitoring System for licensees has allowed the Environmental Protection Authority of Taiwan (EPAT) to do less environmental monitoring and focus more on intensive audit and investigation activities that deter non-compliance.

2. Australia has a rapidly growing number of viruses than 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 and issues relevant to the future of the nation's seafood production (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 the nation's future seafood production (OIE, 2008).

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

We need to support producers more than other supply chain members. Indeed, the Naples POA wants the current economic order overturned to protect primary producers (Massey et al., 1992).

4. The problems and complexities of the duality of doing postgraduate research that is applied but also attempts to make conceptual breakthroughs, as discussed by Albert (2000) who recognised that industry and academia can have different values, are evident within this project.

This applied postgraduate research reflects the dual challenges of being useful to industry and making the conceptual breakthroughs valued by academia (Albert, 2000).

5. A common strategy used by young homebuyers 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.

Unfortunately, many young homebuyers can lose their properties if interest rates rise and they had borrowed all of the purchase cost, including secretly obtaining a loan for the deposit.

**7.2 Reword these two items to simplify (a) the title and (b) the lead-in to the sentence. (2 marks)**

- (a) How effective are overseas-based telephone information centres for helping and informing Australian consumers? [Title of a research paper.]

Efficacy of offshore telephone information centres for Australians.

- (b) The sentiment is echoed in other literature with Jones et al. (2000) also reiterating ... [from a Literature Review.]

Jones et al. (2000) also emphasised ...

## Question 8 Project management

(20 marks)

You have been contracted to manage the preparation and publication of the annual report for a large organisation. 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.)

[Include at least ten steps (1 mark for the step; 2 marks for some expansion on what is involved in this step).]

### Examples

- 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.
- Ensure 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.
- 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.

## Question 9 Back cover blurb

(20 marks)

Publicity has sent you this back-cover copy for review and edit. You have been the project editor for this title.

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)

- Reduce the number of points to maintain the reader's interest.
- Correct the lack of parallel structure within the list.
- Try to keep points similar lengths.
- Sort out the punctuation of the list.
- 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?

## Question 10 Children's fiction

(20 marks)

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.

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 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).

## Question 11 Editing scientific material

(20 marks)

- 11.1 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. (12 marks)

### Sample edit with mark-up

#### 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 carried out- used, with data collected between~~ 31 November—6 December 2008. [AQ1] ~~Data were collected from~~ 365 health care workers working in two hospitals ~~completed the questionnaire. Data collection tools comprised of~~ via 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 not vaccinated ~~ones~~ respondents, ~~it has been found that~~ the state of anxiety ~~is~~ was high in mistrustful respondents.

*Conclusions.* ~~—~~ Most of health care workers are informed about influenza A/H1N1 and, 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 to 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

#### Author queries

AQ1: Please clarify date as there is no 31st November.

AQ2: Please use a more precise 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)

[8 marks – 1 for each error noted/author query/typesetting suggestion]

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 7% is missing.
- Please check the figure '0.0926' as it differs markedly from others.
- Please add final digit to '0.65'.

**Typesetting suggestions**

- Align figures in column headed 6%.
- Suggest aligning figures on decimal point in columns.
- Correct alignment of all column heads.

## Question 12 Universal access to website material

(20 marks)

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?

[2 marks for each valid issue; 3 marks for discussion of the issue]

### Examples

- 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*.
- Government policy. All Australian government websites have undertaken to follow the Web Content Accessibility Guidelines standards.
- Population statistics. At least 10% of the Australian public have a disability which affects how they can access information and communication technologies.
- 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.
- 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>]