

Institute of Professional Editors (IPEd)

SAMPLE exam for accreditation – ANSWER GUIDE

Time allowed: 3 hours + 30 minutes reading time.

You will be given time checks 1 hour before and 15 minutes before the end of the exam.

In the actual exam, the editing extract for Part 2 of the exam (compulsory) and a question from Part 3 (optional) will both be provided as loose sheets. You will need to ensure that all 8 sheets of paper are placed in the plastic sleeve at the end of the exam, even if you do not choose to answer the optional question from Part 3. You may not take paper away from the exam room. All pages on your desk will be collected at the end of the exam.

Answer all other questions in the space provided in the booklet. If you need more space, use the additional pages provided at the back of the booklet; clearly mark the number of the question you are continuing on these pages at the top of the page. We have tried to provide plenty of space to allow for all handwriting styles; do not feel you have to fill the space to answer a question adequately.

Write your candidate number on every page of the exam paper. You must not pull apart the exam paper.

Part 3 Questions – summary list

The subjects and skills covered in this part are:

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This is an open-book test and you may use your own reference books and a stand-alone calculator.

Marking

To pass the exam, you must score at least 80% in total, and at least 65% in each section. Total marks for the examination: 100.

Allocation of marks

Part 1: Copyediting and multiple-choice questions. Worth 20% of total.

Maximum of 20 marks. Pass mark 16.

Part 2: Hard-copy editing of manuscript extract. Worth 40% of total.

Maximum of 200 marks. Pass mark 160. Divided by 5 for a mark out of 40.

Part 3: Short-answer questions. Worth 40% of total.

Maximum of 80 marks. Pass mark 64. Divided by 2 for a mark out of 40.

Preferred style

The style manual set for the exam is Snooks & Co., *Style Manual for Authors, Editors and Printers*, 6th edn, John Wiley & Sons, Milton, Qld, 2002.

If you wish to use a different style manual, please record the full publication details here:

(If you want to use a house style guide, you must provide a copy with your exam paper. It will not be returned.)

Part 1: worth 20%

Copyediting and multiple-choice questions

- Each question is worth 1 mark. (Total 20 marks)
- There are 24 questions in this part. You must answer 20 questions, but may answer more if you wish. The maximum mark possible is 20.
- Correct errors in sentences (1–20) using editing, not proofreading, mark-up: edits should appear in the text not in the margins. Correct errors – do not rewrite.
- Choose the correct answer in the multiple-choice questions (21–24).
- Write your corrections clearly.
- Sentences without errors may be included. If you believe a sentence requires no correction, write 'No change needed' alongside it.
- Your choice of a particular style (formal or informal capitalisation, or your preferred way of showing a dash, for instance) will be not affect the awarding of marks.
- You are not expected to check errors of fact.

Note: assessors may use their own judgement in accepting edits, but edits must be corrections of errors and not rewrites. Marks will be deducted for introduced errors.

1. How will Willard's resignation effect the governments plans?

How will Willard's resignation **affect** the **government's** plans?

(0.5 mark each correction) Government may be capped, but it is ignored for marking purposes.

2. Canberra, capitol of Australia, is my least favorite town.

Canberra, **capital** of Australia, is my least **favourite** town.

(0.5 mark each correction)

3. When the ship left the shore, it had a full compliment of personel.

When the ship left the shore, it had a full **complement** of **personnel**.

(0.5 mark each correction)

4. Tran's wallet had laid in the street two days.

Tran's wallet had **lain** in the street **for** two days.

(0.5 mark each correction)

5. The politician was censored for not being more discrete about his affairs.

The politician was **censured** for not being more **discreet** about his affairs.

(0.5 mark each correction)

Part 1 continues over

6. It's not the money, but principal that counts.

It's not the money, but **the principle** that counts.

(0.5 mark each correction)

7. To prolong your car's life, change it's oil regularly.

To prolong your car's life, change **its** oil regularly.

(1 mark)

8. This time the government whip stepped in to kerb the honourable member's remarks.

This time the government whip stepped in to **curb** the honourable member's remarks.

(1 mark) Government, whip and honourable member may be capped, but are ignored for marking purposes.

9. The accident has blocked the freeway and motorists are urged to take an alternate route.

The accident has blocked the freeway and motorists are urged to take an **alternative** route.

(1 mark) Optional to add a comma after freeway.

10. Coles are one of Australia's biggest retailer's.

Coles **is** one of Australia's biggest **retailers**.

(0.5 mark each correction)

11. A mammal is a creature that suckles his young.

Mammals are creatures that **suckle their** young.

or A mammal is a creature that suckles **its** young.

or other rewording that the assessors approve

(1 mark)

12. Neither storm or fire could stop the mail coming through.

Neither storm **nor** fire could stop the mail coming through.

(1 mark)

13. Social policy today is reminiscant of Swifts A Modest Proposal.

Social policy today is **reminiscent** of Swift's *A Modest Proposal*.

(0.5 mark reminiscent; 0.25 mark each for apostrophe and itals)

14. Vanessa Stephen, Virginia's younger sister who's paintings include Studland Beach (1912) was married to the art critic Clive Bell.

Vanessa Stephen, Virginia's younger sister whose paintings include *Studland Beach* (1912), was married to the art critic Clive Bell.

0.5 mark whose; 0.25 mark each for itals, comma.

15. Andrew is taller than Sean and I. Karen is the taller of she and Lin.

Andrew is taller than Sean and me. Karen is the taller of her and Lin.

also acceptable: Andrew is taller than Sean or me.

(0.5 mark each correction)

16. The spotted dog which lives next door likes to come into my garden.

The spotted dog that lives next door likes to come into my garden.

also acceptable: no correction

(1 mark)

17. The National Park is boundaried on all sides except one by virginal bush.

The National Park is bordered on all sides except one by virgin bush.

(0.5 mark each correction)

18. It is a totally unique phenomena and more money is needed to research it fully.

It is a unique phenomenon and more money is needed to research it fully.

(0.5 mark each correction); delete totally

19. While thinking about this catastrophe, the sun sunk from view.

While I was thinking about this catastrophe, the sun sank from view.

(0.5 mark each correction)

20. Jane not her sister was the one who attended school in Wellington.

Jane, not her sister, was the one who attended school in Wellington.

Also acceptable:

Jane (not her sister) was the one who attended school in Wellington.

Jane – not her sister – was the one who attended school in Wellington.

Jane — not her sister — was the one who attended school in Wellington.

Jane—not her sister—was the one who attended school in Wellington.

Em rules, with or without spacing, and en rules with spacing are all acceptable for dashes.

Closed en rules are not acceptable. (0.5 mark each correction)

Questions 21–24 are multiple choice. Clearly circle your choice of the letter a, b, c or d to answer these questions.

- 21.** In developing a good working relationship with an author, the *most important* attribute for an editor is:
- a. A flawless knowledge of grammar and usage.
 - b. Tact and diplomacy.**
 - c. Many years of experience in editing books in the author's genre.
 - d. Professional membership of an Australian society of editors or accreditation.

(1 mark)

- 22. Choose the INCORRECT item.**

In proofreading *second* page proofs, an editor should:

- a. Read the whole text against the manuscript.**
- b. Check that corrections from the first proofs have been incorporated.
- c. Check that all images, photographs and illustrations, and their captions, have been correctly placed.
- d. Check that all display text (e.g. headings, running heads, boxes) and cross references are correct.

(1 mark)

- 23. Choose the INCORRECT item.**

En rules should be used:

- a. To join two words that form a compound noun or adjective, such as blue–green algae.**
- b. In maths, to indicate a minus sign, such as –5 degrees Celsius.
- c. To join a prefix to a term consisting of several words, such as post–World War II.
- d. In spans of numbers, such as 10–12 potatoes.

(1 mark)

- 24.** In on-screen editing (using Microsoft Word), the best way to mark up headings and subheadings to indicate their position in the hierarchy of headings is to:

- a. Create styles and apply these consistently throughout the manuscript. Provide the desk-top operator (DTO) with a list of styles used.**
- b. Format the headings so that the desk-top operator (DTO) can see exactly what the headings should look like.
- c. Make sure all the headings are in plain roman type and mark up the heading levels on a printout.
- d. Use both a. and c.

(1 mark)

Part 2: worth 40%

Hard-copy editing of manuscript extract

- Write your corrections clearly on the following pages.
- Edit and provide any necessary mark-up for the entire extract, following the publisher's brief provided. **(160 marks)**
- Complete a style sheet for your edit, using the template provided. **(20 marks)**
- Write a separate list of 10 queries for the author (but not a letter) linked to a query number (AQ1, etc.) in the margin of the extract. **(20 marks)**
- **Part 2 provides a maximum of 200 marks:** your total for Part 2 is divided by 5 to get a mark out of 40.
- You are not expected to check errors of fact.
- Line numbers in the left-hand margin are for the use of markers, but if you wish, you can refer to them in queries.

Extract for editing and mark-up

Refer to the hand mark-up pages for a guide to answering this question.

It's important that candidates **take note of the instructions in the brief** from the publisher, and that they avoid rewriting or any attempt to complete a major structural edit. The brief also asks for a **style sheet** and **specific style for queries** and these instructions must be followed.

Refer to the **hand mark-up for an example** of a basic edit for this extract – it does include some appropriate optional edits, but also shows the errors that should be corrected. To gain full marks in this part of the exam a candidate does **not** have to **match** this edit.

Note that the sample edit is **a guide** for assessors marking the exam only. Each correct edit will receive 1 mark, even if it is not shown on the sample edit. The assessors marking the exam are experienced editors who will be able to exercise their own judgement on what constitutes an appropriate edit, and to discuss variations with the marking panel. Unnecessary or inappropriate edits will be ignored for marking purposes. **Edits that introduce an error** to the text will be subject to a 1 mark deduction each.

Spelling and style preferences (such as treatment of numbers and measurements) will be judged correct if they match the candidate's style sheet. Consistency will be judged correct even if no change is marked on the MS by the candidate. For example, if your style sheet specifies numerals for numbers over ten, you will gain 1 mark for consistency when conforming items occur in the extract (such as 30, 102 and 97 on the first page), though you have not changed what's on the page. Additionally, if you fail to edit to the style you have set, you will neither gain nor lose marks. So to gain full marks, **don't think you have to make 160 changes to the text.**

Part 2 continues over

The **style sheet** should contain no errors and should not include spelling errors from the MS – these will be subject to a minus 0.5 deduction. Unnecessary inclusions will be ignored.

Editing marks: 1 mark per correct edit, marked out of 160 marks.

Style sheet marks: 0.5 marks per appropriate and correct entry, marked out of 20.

Author queries: Total of 20 marks for 10 queries. Marks will be awarded for appropriateness of content and clarity of expression, with deductions of up to 1 mark for inappropriate language or tone.

Part 2 is marked out of 200, which is divided by 5 to produce a mark out of 40.

STYLE SHEET

General notes

Dictionary: Macquarie, 2nd edition _____

Dates: s/o centuries – nineteenth century; 3 December 1808 _____

Australian spelling: -ise, -am (program) _____

Numbers: one to ten, 11–, 1000, 10,000– _____

Dashes: spaced en dashes for parenthetical expressions, for abrupt changes and for amplification/explanation _____

Measurements: metric units – tonnes, metres (no imperial equivalents); abbreviate in tables _____

Names of ships – italics _____

A age of sail (Age of Sail as heading) American (not US) as adj. <u>Ariel</u> (ship)	B–C Britain Canton the Channel (for English Channel) <u>Cutty Sark</u> (also the <u>Cutty Sark</u>)
D	E–F East India Company East Indiamen <u>Flying Cloud</u> (ship) en route (no italics) Foochow (check)

Part 2 continues over

<p>G–H greyhounds the Great Tea Race Gravesend <u>Houqua</u> (ship)</p>	<p>I–J–K ill luck</p>
<p>L–M</p>	<p>N–O <u>Oriental</u> (ship)</p>
<p>P–Q</p>	<p>R <u>Rainbow</u> (ship)</p>
<p>S ship names in italics, use ‘she’ as pronoun <u>Stornaway</u> (ship) Sunda Straits shipowner Shanghai shipyard Suez Canal steamship short cut</p>	<p>T tea race (as generic, but Great Tea Race of 1866) tea trade telegram <u>Thermopylae</u> (also the <u>Thermopylae</u>) Thames (river) <u>Taiping</u> (ship) (check)</p>
<p>U–V–W US/United States/USA (American as adj) <u>Victory</u> (ship) workhorse John ‘Jock’ Willis, also ‘Old White Hat’</p>	<p>X–Y–Z</p>

Queries for the author

(2 marks per query. Candidates are asked to write only 10 sound queries. More are listed here as examples, but candidates do not need to query these particular points nor include as much detail to score well on this section. Inappropriate, longwinded or confusing queries are unlikely to receive full marks.)

- AQ1 When was the age of sail? Is it mentioned in an earlier chapter? If not, suggest a sentence here to clarify.
- AQ2 Were the clippers widely known as ‘greyhounds’ of the sea/ocean? As above, if not explained elsewhere might be helpful to reader to highlight this briefly.
- AQ3 Pls provide caption for this a/w.
- AQ4 Pls provide missing text (description of clipper ships) here.
- AQ5 Pls provide caption for this a/w.
- AQ6 Suggest a subheading here to introduce the tea races.
- AQ7 Race/races – were there several annual tea races or only one tea race?
- AQ8 Sp. variation – Foochow/Fouchow. Which version do you want to use?
- AQ9 Sp. variation – Taeping/Taiping. Pls advise which one.
- AQ10 Changed from ‘shop owners’ to ‘shipowners’ – is this correct?
- AQ11 Please clarify the amount and currency. The reader might like to know what proportion of the price the premium represented.
- AQ12 1689 seems to be wrong date. Is 1869 intended?
- AQ13 Is the place the ship was built missing here?
- AQ14 Heading says six clippers but only five are listed – is one missing?
- AQ15 Pls supply type and size of the *Houqua*
- AQ16 John ‘Jock’ Willis in text (line 53) but here ‘Old White Hat’ Jock Willis. Does this matter?
- AQ17 Pls supply tonnage of *Cutty Sark*.
- AQ18 Order of entries in table is random – should they be arranged alphabetically or by date?

Part 2 ends

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 answered in note form. Ensure your notes are complete and clear.**
- **Avoid the use of abbreviations unless you explain them clearly (for example, you could use AQ to indicate author query, or AR to indicate annual report).**
- **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

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Question 1 Legal issues in editing

A publisher has asked you to copyedit a new novel by a successful fiction writer. As you work through the manuscript you come upon passages that are familiar, and you realise they have been taken word for word from a foreign-language translation you have recently read. You know this book is unavailable in Australia because you had to have it imported specially.

- a. What is the problem you believe you have discovered. **(4 marks)**
- b. What is the best way to manage this situation, knowing that you were commissioned to do the edit by a publisher? Would you, for instance, call the author immediately and ask for an explanation? State what you would do and give your reasons. **(8 marks)**
- c. Would you manage the problem differently if you were commissioned to do the edit by the author? State what you would do and give your reasons. **(8 marks)**

Note that the answers below are quite detailed to give full information on the answer – a candidate would not be expected to reproduce the wording or even all the detail noted. Assessors will look for candidates recognising where their responsibility lies, and that in working for the publisher especially they may not have full knowledge of the history of the MS (the publisher might have identified the plagiarism problem and told the author to fix it, or might have a long working relationship with the author). The candidate should also show that they are aware of how serious the problem could become and that they should tread warily with publisher and author, but be straightforward and neither alarmist nor accusatory with both.

a. Answer (4 marks)

- The problem is plagiarism – passing off someone else’s work as one’s own.
- Illegal under copyright law; perpetrator may be sued.
- Breach of the author’s contract with the publisher, as the author normally has to warrant that the text is their original material.

b. Answer (8 marks)

- Raise the matter calmly, and without accusation, with the publisher, not the author, since the publisher commissioned my work. Publisher may be aware of the matter and should also be the one to deal with the author. Tell the publisher this has not been raised with the author yet. This could become a legal case and so it’s unwise to interfere what might be a publisher’s standard or preferred processes. (The publisher may, for instance, have a long working relationship with the author and be able to deal with the matter quickly and easily.)

- Give specific examples – check whole MS first, or as much as possible, to see if it is a prevalent or isolated problem. I would ask the publisher what they want me to do while the matter is being resolved, e.g. stop or continue editing, inform or not inform the author.
- Publisher commissioned the edit, so my first responsibility is to them, no matter how closely I am working with the author. Publisher’s responsibility to decide how to manage the matter.

c. Answer (8 marks)

- In this case I would raise the matter with the author first, because I am responsible to them. I would do this even if I knew the work was ultimately destined for a particular publisher, or if a particular publisher had recommended me to the author.
- I would say as tactfully as possible and in a non-accusatory way, that I was concerned about the fact that certain passages in the book were the same as those appearing in a book by another author (specifying title and author). Must be clear and specific so author is in no doubt that this is a serious matter. Ask if they had been inadvertently included in some manner.
- I wouldn’t necessarily say at the start of the conversation that this is both illegal and, if they have a contract with a publisher, a breach of that contract. How serious the tone and means of dealing with the problem become depends on whether the author is aware of the seriousness of what they have done and how they react.
- If the author is unconcerned (‘no one’s ever complained before’), I would explain plagiarism, the law, the possible attitude of the publisher, the possibility of being sued, and the likely damage to their reputation. As the MS is a novel, it is unlikely that adding quotation marks and an acknowledgement of the text will solve the problem. Just re-wording does not solve the problem either.
- Try to achieve a resolution of the problem, and ensure there is no plagiarised text in the final MS.
- [Answer probably does not need to consider this: Difficult situation if the author cannot be persuaded to resolve. I would probably write to say I couldn’t continue the work. Any other action would depend on how the work came to me in the first place.]

Question 2 Picture research brief

The publisher who briefed you to edit the extract from *The Age of Sail* plans to use the extract to produce an illustrated dummy for overseas buyers. The author has provided a wish list of images for this part of the book, and indicated where the first three of them could be placed in the passage (see list below, some with the author's descriptions and notes). The publisher has asked you to guide the picture researcher by commenting on the relevance and suitability to the passage of the author's list of images and recommending other types of pictorial material that might be suitable.

a. Comment on the relevance and suitability of the three images the author has mentioned in the passage (images 1, 2 and 3 in the list below). Indicate whether their placement is appropriate. **(6 marks)**

a. **Answer (6 marks) 2 marks for each image (1 for comment on relevance and suitability, 1 for comment on placement)**

Example answer:

- Image 1 (Watercolour of *Flying Cloud*). Suitable image to show the beauty of the clipper ships and convey a period flavour, but would be more relevant to use a picture of one of the clippers mentioned in the passage. Placement is appropriate – shows an example of a clipper early in the passage and relates well to preceding text.
- Image 2 (map of clipper route). Well suited to the text because the map shows places mentioned, and relevant to discussion of tea races; also the cost of commissioned artwork can be controlled. Placement indicated is good and logical, as it relates well to following text, but could be placed elsewhere because of its overall relevance to the passage.
- Image 3 (Smith painting of *Cutty Sark* racing *Thermopylae*). The subject of the painting is directly relevant to text, but suitability of this particular painting needs to be further investigated – may be other depictions of this race which are more appealing and/or less expensive to reproduce. Appropriate placement.

b. Select three other images from the author's list (you may refer to the image number only) and comment on their suitability for inclusion in terms of relevance, appeal and/or potential problems. **(6 marks)**

b. **Answer (6 marks) 2 marks (maximum) for each image (1 for each good reason)**

Example answer:

- Image 4 (Turner's painting of HMS *Victory*) – unlikely to be suitable for inclusion, on balance. The ship is mentioned in the passage and therefore it is

relevant, and it is also a very attractive and well-known painting. However, the reproduction costs are likely to be prohibitive.

- Image 5 (A street of ships) – this image is suitable for inclusion because it supports the idea that the trade was profitable and that there was competition not only between nations but also between traders. Other images included in the extract show specific ships; this image would help to balance the particular and the general, as well as illustrate the broader historical context.
- Image 10 (Map of the voyages of Zheng He) – probably not suitable for inclusion because despite its beauty and historical interest it is not directly relevant to the extract (though may be to other parts of the text). Also it is held in a public collection and is likely to be expensive to reproduce.

c. Write captions for two of the images you have recommended for inclusion (in a. or b. above) **(4 marks)**

c. **Answer (4 marks)** 2 marks for each caption (1 mark for a well-written caption, 1 mark for enhancing the information in the text)

Example answer:

- Image 1 (map): Clippers carried tea from China around the Cape of Good Hope to England. The route took them across the South China Sea and both the Indian and Atlantic Oceans.
- Image 3: The artist John S Smith celebrated the annual race between the clippers *Cutty Sark* and *Thermopylae* in this painting completed in [date].

d. Suggest two images (a general description is sufficient) that are not listed by the author that you would like to include with the extract. **(4 marks)**

d. **Answer (4 marks)** 2 marks for each image (1 for naming appropriate image, 1 for providing good reason)

Example answer:

1) Map showing Suez Canal and new trade route, illustrating huge change in distance. If this image is included, map should be done in same style as previous map.

2) Either of two photographs [daguerreotypes] showing people (none of other images include people):

- People loading tea chests in China onto the clippers. If possible include some detail of the surrounding wharves. (Reason for including this: visual information about the product and its origin; interesting cultural context)
- People watching clipper races ('crowds lined the Thames to see the final stages of the race', page 2 of extract). Emphasises popularity of spectacle and locates the extract in time by showing fashions, built environment, etc. of the day.

Author's list of images

- 1. Frederick Schiller Cozzens, 'Flying Cloud', Watercolour, 1909.**
Portrait of the three-masted clipper ship depicted in a broadside view fully rigged with the mainsail half furled.
- 2. Map of clipper route** showing China ports, then passage from South China Sea to the Indian Ocean, around the Cape, the Atlantic crossing and entry into the English Channel, with larger detail of Thames Estuary and East India Docks. May need to engage cartographer for this – available maps lack clarity.
- 3. John S. Smith painting, 'Cutty Sark racing Thermopylae'.**
Lively oil painting with a Victorian feel, but may be of a later date. Artist appears to hold copyright.
- 4. JMW Turner's painting of HMS *Victory* at the Battle of Trafalgar in 1805.**
Copyright: The National Maritime Museum, London. Such a beautiful painting – hope we can include it.
- 5. 'A street of ships',** b&w photo of clippers ships moored at the wharfs of an American town in the nineteenth century. In the collection of South Street Seaport Museum.
- 6. Photo of *Cutty Sark's* figurehead.**
This wooden figurehead is of Nannie, the young and beautiful witch from Robert Burns's famous poem, *Tam O'Shanter*, wearing only her 'cutty sark', or short shift. This and her wild dancing are what captures Tam's attention in the poem and it is the inspiration for the clipper's name.
- 7. Aerial photo of the *Cutty Sark's* fire-damaged hull, 21 May 2007.**
I saw this at www.solarnavigator.net/history/clipper_ships.htm
- 8. Chinese tea bound for London. Photo of vintage tea chest, 1957.**
A lovely rustic wooden chest emblazoned with Chinese characters. I saw this at http://chawu.blogspot.com/2007_06_01_archive.html
- 9. Painting of *Cutty Sark* by a Chinese artist, c. 1870s.**
An interesting cross-cultural angle. Don't know who holds copyright – I saw it at www.cuttysark.org.uk
- 10. Map of the Voyages of Zheng He, 1405–1433.**
Beautiful watercolour map depicting the routes followed by this neglected Chinese adventurer, many of which were also used by the tea clippers. Collection of University of California.

Question 3 Managing an annual report

You are managing the annual report for a large organisation (it could be, for instance, a corporate, government, or semi-government body). Because of a change in format, you will now need new photographs of department heads, as well as a 50-word description to go with each photograph, plus a 200-word summary of the function of each department.

- a. As project manager, what would you do to accommodate the new requirements in the existing schedule for the annual report? **(3 marks)**

a. Answer (3 marks)

Create a mini schedule for all of the new material required (photos of department heads, 50-word descriptions and 200-word summaries of functions of departments) and align it to the delivery dates in the main schedule.

- b. How would you communicate the required changes to the stakeholders? **(6 marks)**

b. Answer (6 marks) 2 marks for each sensible point

- Find out who in the company has ultimate responsibility for the annual report and get their agreement on the new schedule.
- Write an introductory email to all heads of departments, with copies to their PAs and senior administrative staff, telling them what new material is required and when. Include the officer responsible for the annual report in this communication.
- Follow up the introductory email with guidelines and examples of new material required, as well as strategies to facilitate production of the new material.

- c. List five things you would need to do to obtain the photographs. **(5 marks)**

c. Answer (5 marks) 1 mark for every sensible point

- Organise a photographer.
- Arrange a suitable place for the photographer to set up lighting and take the photographs.
- Schedule the photo session at a time when as many heads of department as possible are available (e.g. before or after a board meeting).
- Check availability of individuals with PAs, and establish a timetable for the photo session.
- Make alternative arrangements for heads who can't come on the appointed day.
- Send photo session schedule and dress requirements to heads and PAs.

d. List three things you could do to collect the material efficiently and ensure cooperation from people who not only believe they have done everything they need to for the annual report but are also very busy. **(6 marks)**

d. Answer (6 marks) 2 marks for each point

- Find out if material is already available – e.g. if biographies of department heads are held on file, or summaries of departmental functions are available on the company website or elsewhere.
- Offer to draft the new text and submit it for final update and approval on an agreed date.
- Provide templates for the new texts.

Question 4 Editing American text for the Australian market

You have received the following sample from which to estimate how much work will be involved in converting a manuscript from US English for an Australian readership aged 7–9 years. No other editing is required (other edits will not be marked).

a. Mark all the changes that would be needed in this sample. **(10 marks)**

a. Answer (10 marks). 0.5 mark for every correction made. Reasonable variants will also be accepted.

“Mom, can we go to the State Fair?” Jimmy begged. “Please, Mom. Please!”

‘Mum, can we go to the Show?’ Jimmy begged. ‘Please, Mum. Please!’ [Ekka also acceptable in place of State Fair]

Mom laughed. “I don’t know about that. Last time Mary got sick to the stomach on cotton candy and Kenny fell on the sidewalk and tore his pants.”

Mum laughed. ‘I don’t know about that. Last time Mary got sick from fairy floss and Kenny fell on the nature strip/pavement/side of the road and tore his pants.’

Mary joined in. “We’re supposed to write a theme paper for civics about the fair. It’ll be educational. And I won’t eat any cotton candy.”

Mary joined in. ‘We’re supposed to do a project for Civics about the show. It’ll be educational. And I won’t eat any fairy floss.’ [Other appropriate school subject names acceptable: SOSE, Economics, etc.]

“Or chili dogs,” said Jimmy.

‘Or hot dogs’, said Jimmy. [Other food items acceptable.]

“Or biscuits and gravy,” added Mary. “Or popsicles either.”

‘Or chips and gravy’, added Mary. ‘Or icy-poles either.’ [Other food items acceptable.]

Kenny was horrified. “I’m not going unless I can have cotton candy. And popsicles.”

Kenny was horrified. ‘I’m not going unless I can have fairy floss. And icy-poles.’

“I’ll make a deal with you,” Mom said. “If you do your chores and feed the chickens for me all week, I’ll take you to the fair. And as well as your allowance I’ll give each of you a nickel for every good deed I see you do.”

‘I’ll make a deal with you’, Mum said. ‘If you do your chores and feed the chickens [hens/chooks also acceptable] for me all week, I’ll take you to the Show. And as well as your pocket money, I’ll give you 5 cents for every good deed I see you do.’

“So if I did one hundred good deeds,” said Kenny, his eyes wide, “I’d get one hundred nickels. How much is that?”

‘So if I did one hundred good deeds’, said Kenny, his eyes wide, ‘I’d get one hundred 5 cent pieces. How much is that?’

“Twenty nickels in a dollar,” Jimmy told him. “You do the math.”

‘Twenty 5 cent pieces in a dollar’, Jimmy told him. ‘You do the maths.’

Key to some possible terms

State Fair	Show, Ekka, or other local term
Mom	Mum
cotton candy	fairy floss, candy floss
sidewalk	nature strip, pavement, side of the road, footpath
theme paper	project, report, assignment
civics	Civics, SOSE, Economics, or other suitable subject (with a capital); or just 'school', since it's a primary school child
chili dogs	hot dogs (other similar food items acceptable)
biscuits and gravy	chips and gravy, or tomato sauce, or other item that shows that Australians use <i>biscuits</i> only to mean crackers, crispbreads or sweet biscuits
*popsicles	icy-poles, ice-blocks (other food items acceptable) but popsicles, unchanged, should not attract a penalty mark
*allowance	pocket money (or left unchanged)
nickel	five cents (or about that much)
*chickens	unchanged, hens or chooks all acceptable
math	maths, or 'you work it out'

- b. Estimate how much time you would need to complete this edit for the entire manuscript of 6000 words. (The extract is 175 words long.) **(2 marks)**
- b. **Answer (2 marks)** *15 minutes for 175 words: approximately 9 hours for the whole. Or any variation according to candidate's calculation of time.*
- c. List six things that you *must* change when Australianising a text if the story is to be entirely about Australian people and things, and does not refer to the US. List two things that should *never* be changed. **(4 marks)**
- c. **Answer (4 marks)** *0.5 mark for every reasonable response.*

Things that must be changed:

- convert money (using an approximation of the current exchange rate)
- convert measurements (convert from lb and oz to kg; and from miles to kilometres — shouldn't need to ask the author to do it)
- numbers: for *one hundred and three*, the US term is *one hundred three*.

- rewrite US place names and personal names – e.g. *Gold Coast* instead of *Miami*, or *Edward* or *Emil* instead of a particularly American personal name such as *Elmer*
- convert US spelling (*tyre* instead of *tire*)
- convert US common items such as *attorney* (lawyer) *jello*, *gasoline*, *popsicle*, and *cotton candy*
- switch US brands and product names (e.g. for *Millers Beer* use *Victoria Bitter*; for *Chevrolet* use *Holden*)
- change dates; e.g. *9.11.2001*, in Australian, is *11.9.2001*

Things that never should be changed

- never change accepted, worldwide expressions, such as *9/11* (destruction of the World Trade Center)
- never change the spelling of proper names (such as *World Trade Center* or *World Health Organization*)

d. The table that follows the manuscript sample lists eight US terms or spellings. Provide Australian ‘translations’ for each. **(4 marks)**

d. **Answer (4 marks)** 0.5 mark for each reasonable alternative.

US term	Australian term
caboose	brake van (railway)
cell phone	mobile phone
clapboard	weatherboard
eighteen-wheeler	semi-trailer
fender (auto)	bumper bar/mudguard

pacifier	dummy
rubber (prophylactic)	condom
trailer park	caravan park

Question 5 Editing a bibliography or reference list

The bibliography or reference list on the next page has been compiled from a number of different sources.

a. Number all of the entries in the list to show the correct order. (3 marks)

a. **Answer (3 marks)**

	Bibliography/Reference list
8	Michael Leigh, <i>Curiouser and curiouser</i> in <i>Back of Beyond: Discovering Australian film and Television</i> , edited by Scott Murray, Australian Film Commission, page 31, 1988.
10	Molloy, B, <i>Before the interval: Australian mythology and feature films, 1930-1960</i> . 1990. University of Queensland Press, pages 203-204..
3	Cunningham, Stuart, 1991, 'Featuring Australia: the Cinema of Charles Chauvel', Allen and Unwin, p 158.
4	Ross Gibson, 'Camera natura: landscape in Australian feature film'. In <i>Australian Cultural Studies: a Reader</i> . Edited by John Frow & Meaghan Morris, Allen & Unwin, 1993, p. 211.
2	Tracey Moffatt, interview by John Conomos and Raffaele Caputu, <i>Cinema Papers</i> , 93:28, May 1993.
5	Bob Hodge & Vijay Mishra, <i>Dark Side of the Dream</i> . Allen & Unwin, 1991. page 27.
9	Claude Levi-Strauss. <i>The savage mind</i> . Univ. Chicago Press, 1973, pp 17-22.
7	Jennings, Karen, 'Sites of difference: cinematic representations of Aboriginality and Gender', <i>Moving Image</i> , AFI Monograph series, number 1, page 35.
6	Anne Hutton, <i>Black Australia and film. Only if it makes money</i> , in (eds) Moran, Albert & O'Regan, Tom, <i>An Australia Film Reader</i> , Currency press, 1985, p 334.
1	AFC, 'Coproducton guidelines and Application Forms, Australian Film Commission, 2008, viewed 27 June 2008 < http://www.afc.gov.au/filminginAustralia/copros/guided_app/fiapage_63.aspx >, page 3

b. Copyedit the first six entries in the original list (Michael Leigh to Bob Hodge) to conform to a single acceptable style of your choice. **(12 marks)**

b. **Answer (12 marks) 2 marks for each entry. Examples of two styles are given below.**

Example 1

Leigh, Michael. 'Curiouser and Curiouser'. In Murray, Scott (ed.), *Back of Beyond: Discovering Australian Film and Television*. Australian Film Commission, 1988.

Molloy, B. *Before the Interval: Australian Mythology and Feature Films, 1930–1960*. University of Queensland Press, 1990.

Cunningham, Stuart. 'Featuring Australia: the Cinema of Charles Chauvel'. Allen & Unwin, 1991.

Gibson, Ross. 'Camera Natura: Landscape in Australian Feature Film'. In Frow, John and Morris, Meaghan (eds). *Australian Cultural Studies: A Reader*. Allen & Unwin, 1993.

Conomos, John and Caputu, Raffaele. 'Tracey Moffatt' [interview]. *Cinema Papers*, vol. 93, no. 28, May 1993.

Hodge, Bob and Mishra, Vijay. *Dark Side of the Dream*. Allen & Unwin, 1991.

Example 2

Leigh, M 1988, 'Curiouser and curiouser', in S Murray (ed), *Back of beyond: discovering Australian film and television*, Australian Film Commission, [location to come]

Molloy, B 1990, *Before the interval: Australian mythology and feature films, 1930–1960*, University of Queensland Press, [location to come]

Cunningham, S 1991, 'Featuring Australia: the cinema of Charles Chauvel'. Allen & Unwin, Sydney.

Gibson, R 1993, 'Camera natura: landscape in Australian feature film', in J Frow & M Morris (eds), *Australian cultural studies: a reader*, Allen & Unwin, Sydney.

Conomos, J & Caputu, R 1993, 'Tracey Moffatt' [interview], *Cinema Papers*, vol. 93, no. 28, May.

Hodge, B & Mishra, V 1991, *Dark side of the dream*, Allen & Unwin, Sydney.

- c. List at least 5 queries for the author in the space provided below. (You may draw your queries from the full list.) (5 marks)

c. Answer (5 marks) 1 mark for each reasonable query

Bibliography/Reference list
<p>Michael Leigh, <i>Curiouser and curiouser</i> in <i>Back of Beyond: Discovering Australian film and Television</i>, edited by Scott Murray, Australian Film Commission, page 31, 1988.</p> <p>QA: What is the place of publication? (Sydney?)</p> <p>QA: Please confirm: is Leigh author's first name or surname? Is Scott surname or first name?</p>
<p>Molloy, B, <i>Before the interval: Australian mythology and feature films, 1930-1960</i>. 1990. University of Queensland Press, pages 203-204..</p>
<p>Cunningham, Stuart, 1991, 'Featuring Australia: the Cinema of Charles Chauvel', Allen and Unwin, p 158.</p> <p>QA: Is this the title of a book or a chapter in a book? If latter, please provide book title and editors' names (if not Cunningham).</p>
<p>Ross Gibson, 'Camera natura: landscape in Australian feature film'. In <i>Australian Cultural Studies: a Reader</i>. Edited by John Frow & Meaghan Morris, Allen & Unwin, 1993, p. 211.</p>
<p>Tracey Moffatt, interview by John Conomos and Raffaele Caputu, <i>Cinema Papers</i>, 93:28, May 1993.</p> <p>QA: does 93: 28 mean vol. 93, no. 28, or no. 93, p. 28?</p>
<p>Bob Hodge & Vijay Mishra, <i>Dark Side of the Dream</i>. Allen & Unwin, 1991. page 27.</p>
<p>Claude Levi-Strauss. <i>The savage mind</i>. Univ. Chicago Press, 1973, pp 17-22.</p>
<p>Jennings, Karen, 'Sites of difference: cinematic representations of Aboriginality and Gender', <i>Moving Image</i>, AFI Monograph series, number 1, page 35.</p> <p>QA: who is editor of <i>Moving Image</i>? What is year of publication? What is the place of publication? (Sydney?)</p>
<p>Anne Hutton, <i>Black Australia and film. Only if it makes money</i>, in (eds) Moran, Albert & O'Regan, Tom, <i>An Australia Film Reader</i>, Currency press, 1985, p 334.</p> <p>QA Is the place of publication Sydney?</p>
<p>AFC, 'Coproduction guidelines and Application Forms, Australian Film Commission, 2008, viewed 27 June 2008 <http://www.afc.gov.au/filminginAustralia/copros/guided_app/fiapage_63.aspx>, page 3</p>

Question 6 Publishing and publications

Answer any 4 of the 7 parts in this question. (Each part is worth 5 marks.)

a. Name each of the following fonts and show how it should be marked up in manuscript, marking the typeset words. (5 marks)

a. Answer (5 marks) 1 mark each

<i>Australian flora</i>	Italic (underline underneath words)
Australian flora	Roman (no mark-up needed)
Australian flora	Bold (wiggly line underneath words)
<i>Australian flora</i>	Bold italic (straight underline and wiggly line under the words)
AUSTRALIAN FLORA	Initial caps and small caps (or capitals) (3 straight lines under A and 2 straight lines under rest of the letters)

b. List 5 essential elements that should appear on the packaging of a published DVD or CD-ROM. (5 marks)

b. Answer (5 marks) 1 mark each. Any 5 of the following, p. 251 of the Style Manual

1. Title and subtitle
2. Creator
3. Publisher
4. Sponsoring body, if relevant
5. Place of publication
6. Date of creation
7. Copyright notice
8. ISBN or ISSN
9. Barcode
10. Version and system information

c. Name 5 separate items that normally appear on an Australian publisher's imprint page. (5 marks, 1 mark each)

c. Answer (5 marks) 1 mark each. Any 5 of the following (see p. 239 of the Style Manual).

1. Copyright notice
2. Publisher's name and address or location
3. Lists of editions or reprints
4. Lists of other volumes for a multi-volume work

5. CIP or other publication data
6. ISBN or ISSN
7. Names of editor, designer, photographer, illustrator, publisher, indexer, typesetter (these will not be accepted as 5 separate items, but variations will be accepted)
8. Details of printer – name and location

d. For at least five of the numbered books below, choose from the second column the features it might have. Write the correct letter in the space provided. (5 marks)

d. Answer (5 marks) 1 mark each. Other responses may be acceptable.

- | | | |
|----------|--|--|
| d | 1. Beginner computer guide | a. 4-colour throughout, step-by-step diagrams, photographs |
| f | 2. Hardback biography | b. One-colour printing, loose leaf pages |
| a | 3. How-to home renovation instruction book | c. Matt art paper, 4-colour photographs throughout |
| c | 4. Cookbook by a TV chef | d. Screen shots, bullet lists, tips |
| b | 5. Commentary on state legislation | e. Paperback in large type, lots of headings, tips shown as pull-outs |
| i | 6. Year 10 maths textbook | f. Black and white photographs on glossy paper in three special sections in the book |
| h | 7. Company's annual report | g. Executive summary, tables, lists, available on website as PDF or a Word document |
| g | 8. Government report | h. 4-colour and 2-colour sections, financial statements |
| e | 9. Self-help guide on happiness | i. 4-colour throughout, cartoons, technical diagrams, lists, answer section, boxed text |

e. Answer true (T) or false (F) to the following questions. (5 marks)

e. Answer (5 marks) 1 mark each.

False Copyright has to be registered in Australia to be effective.

True Copyright lasts for the lifetime of the creator plus 70 years.

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

False The Copyright Council administers copyright in Australia.

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

f. In what order do the following elements of a publication appear (note that the list is incomplete). Write the number in the space on the left.

f. Answer (5 marks maximum) 0.5 mark each. See the Style Manual, pp. 236–42, 250.

7 Text

8 Appendixes

5 Contents

9 Glossary

3 Imprint page

11 Index

4 Foreword

1 Half title

10 Reference list or bibliography

2 Title

6 List of illustrations

g. List 5 elements that should appear on the home page of a website. (5 marks)

g. Answer (5 marks) 1 mark each. Refer to the Style Manual, p. 249 for essential features for a Commonwealth government home page.

1. Organisation's name, logo or other identifier (should appear on every page of the site)

2. Title of the site
3. Search and help facilities, e.g. link to site map, box for search entries
4. Contact details and hyperlinked email address
5. Date of site's creation and latest revision
6. Copyright notice

Also acceptable are specific details for kinds of sites, such as:

For a Commonwealth government site, a link to FedInfo (Commonwealth Government's entry point) and the Commonwealth coat of arms

Question 7 Editing a recipe

A publisher has given you the following recipe from a book to be entitled *One Pot Wonders*. The author has only just started work and the publisher has asked you to complete a light sample edit to highlight any matters that might need to be resolved. The publisher says she likes the short and simple method the author uses, but she wants you to work out what needs tidying up for the whole book before the author gets much further.

- a. Edit the recipe. (10 marks)
- b. List at least 3 queries for the author about *this specific recipe*. (3 marks)
- c. List at least 5 recommendations for the author to ensure good practice and consistency across all recipes, and minimum editorial queries. (7 marks)

a. **Answer (10 marks) 0.5 mark per correct edit. A suggested edit follows, concentrating on completing details and correcting errors. Other choices and edits would be acceptable provided they are consistent and do not alter the method significantly, in view of the brief.**

Chicken in tomato sauce

This is one of my favorite chicken dishes – tasty but so easy to cook! I usually serve it with pasta dressed with a little grated parmesan or wild rice.

1 kg chicken thighs

½ cup of flour

salt and pepper to season

100 g (4 oz) unsalted butter or 00 mL (00 fl oz) oil

1 [delete #] Spanish onion, finely chopped

3 cloves of garlic, crushed

200 mL (00 fl oz) of dry white wine

1 × 00 g (00 fl oz) tin tomato purée

1 cup chicken stock

Olives, grated lemon rind and fresh sprigs of thyme to garnish

Toss the chicken in the seasoned flour. Heat the butter or oil in a frying pan and sauté the chicken until browned on all sides. Cook the chicken pieces in batches so they aren't crowded in the pan. Transfer the chicken to a casserole [short line – run on to next line] ~~easserole~~ dish. Add the onion and garlic to the frypan and cook slowly until soft. Add

the sherry (or white wine?) and boil for two minutes. Add the tomato purée and chicken stock, and stir until the mixture boils. Pour the sauce over the chicken and bake, covered, at 180° C (350° F) for up to one hour. Garnish with olives, grated lemon rind and thyme.

Serves 4.

b. Answer (3 marks) 1 per query *Could be any of the following, or other appropriate queries.*

- Seems to be a lot of butter. OK?
- How much oil? Noted in method but not listed in ingredients. Make metric and imperial measurements for all liquids in cup form? Is it OK to assume an imperial cup measure where a metric measure has been used.
- The conversions OK where supplied, but would author please complete them where marked in the MS.
- What size tin of tomato purée?
- Sherry (listed in method) or white wine (listed in ingredients)?
- Grated lemon rind OK, or did you mean strips? (Omitted from ingredients.)
- Is chicken stock added at same time as tomato purée?
- Two cooking pots/pans are used in the chicken recipe, and one more for cooking pasta or rice. OK in a book called *One Pot Wonders*?

c. Answer (7 marks) 1.5 marks per recommendation. *Could be any five of the following, though the most important ones are listed first – some may be combined.*

- All ingredients should be listed in the order in which they are used in the method.
- Ensure all ingredients listed are used in the method and that the ingredients used in the method match the ingredients listed.
- Decide on measurements – metric or imperial, or both, and which one should appear in brackets if both are used.
- Check the accuracy of measurements and conversions if both metric and imperial are to be used, and use correct abbreviations (e.g. kg not kilos).
- Place the descriptive text at the start of the recipe to introduce it (not the end).
- Specify size of container for tinned ingredients.
- If instructions are included in the ingredients (e.g. chopped, crushed), give them in the same place and the same form.
- Check all recipes use only one pot or explain the limits somewhere.

Question 8 Style

Answer **any 4 of the 6 parts** of this question. Show clearly which part of the question you are answering.

a. Edit each of the following expressions to a more precise or less wordy form. (5 marks)

a. Answer (5 marks) 0.5 mark each. Deletions shown in brackets. Some alternatives shown, but other simple forms acceptable. Note there are some distractions included, as in number 9, where the two adverbs might be deleted, but 'inebriated' left.

1. between ~~the hours of~~ 9 am and 5 pm
2. ~~became aware of the fact~~ **found out**
3. ~~conspicuous by their absence~~ **away, absent**
4. ~~in this day and age~~ **today, now**
5. ~~in quite close proximity~~ **near, nearby**
6. ~~at a much~~ **faster** rate
7. ~~stuffed to absolute capacity~~ **full**
8. ~~effect some cash savings~~ **save**
9. ~~completely and utterly inebriated~~ **drunk**
10. ~~in the process of~~ **developing**

b. The following sentences have a grammatical feature in common. Identify the feature and correct the sentences below. (5 marks)

b. Answer (5 marks) 1 mark for naming the grammatical feature, 1 mark for each sentence

1. The car thieves were chased through the inner suburbs by police.
Police chased car thieves through...
2. Recurring decimals should be recognised by students as rational numbers.
Students should recognise recurring...
3. We were served by our good friend Johnny at the new café near the concert hall.
Our good friend Johnny served us at...
4. The old house has been scrubbed clean by a willing army of volunteers.
A willing army of volunteers scrubbed the old house clean.

The grammatical feature is that the sentences are written in the passive voice, rather than the active voice, which is generally preferred as more direct, less wordy and more active expression.

- c. The piece your are editing uses these terms: *Commonwealth Government, Commonwealth government, commonwealth government, federal government, Federal Government, Australian Government, South Australian State Government, South Australia's State government, local government, Local Government*. What will you do to make the text more consistent? **(5 marks)**

c. Answer (5 marks)

Look for suggestions for a consistent mention of each type of government, backed up by something authoritative, such as the Style Manual, e.g. pp. 124–5.

- d. At the end of every chapter of a hard-driving political work is a summary of bold actions to be taken next year to solve the problems highlighted this year. These bold actions come under the subheading *Future courses of action*. The lists neatly summarise what must be done, but the subheading looks too flabby for the general thrust of this report. Instead of *Future courses of action* what more powerful subheadings could you suggest? **(5 marks)**

d. Answer (5 marks)

*Look for vigorous terms such as *What must we do next year?*, *Our decisive actions for 2009*, *Next year's 'must-do' jobs*, *Our public promises for 2009*.*

- e. In this work, you find the terms *public relations officer, Public Relations Officer, public relations staff, PR manager, PR Manager, secretarial staff, Security Officers*. Explain what you would change them to, and why. **(5 marks)**

e. Answer (5 marks)

Look for knowledge that:

- names of positions are generally written in lower case unless they are part of a title
 - if the client or publisher insists on upper case, they must all be upper case
 - there shouldn't be a mixture of initials and full names, like *PR* and *public relations*
 - all these suggestions are backed up by the *Style Manual*.
- f. Some say it is part of a proofreader's job to make sure tables add up, and others say they should be checked by the writer before they go for proofreading. The job you are doing has 35 tables, each of at least five columns, and they are totalled vertically and horizontally. Before you quote on the job, either in time or money, what will you tell the customer about the accuracy of figures? **(5 marks)**

f. Answer (5 marks)

Look for a statement along these lines: I am happy to check all figures, and this will take n hours (\$x) extra, or you may wish to have them checked by one of your support staff, in which case I will not check them. Please let me know which you prefer.

Question 9 Clarifying a brief/Technical editing

You have been told that a large technical report is coming in and will require copyediting, although the manuscript won't be ready for two weeks. You have been asked to work out how long the job will take so you can work out what the cost of editing will be. (You might be an in-house editor making the calculation before you give the job to a freelance editor; or an agency editor who has to calculate time and cost for a competitive bid; or a freelance editor working for a client. There is no need to specify your role unless you think it will affect your answer.)

- a. List 10 questions you would ask in order to prepare an estimate of the time this job would take. **(15 marks)**
- b. List any additional topics that should be dealt with in a formal agreement covering editing this report. **(5 marks)**

a. Answer (15 marks) 1.5 marks for each point; if several key points are listed together, these would be each allocated 1.5 marks

Should include items from the following list:

- Word count
- Does it have/require bibliography, footnotes, index?
- What is the subject matter? (Is there a proposed list of contents?)
- Intended readership/purpose of report?
- Current format/condition of document: e.g. what software has been used? Final draft? Tracked changes included? Are illustrations, tables, graphs embedded?
- Number of authors
- Stage of development: has content been officially approved so no major changes to be made? Is structural edit or advice on presentation required?
- Is edit to be hard copy mark-up, electronic ...
- Is final product to be printed or supplied electronically?
- Obtain sample (or whole document) to assess before quoting or asking for a quote (own assessment of type/amount of editing needed, complexity, and therefore time needed)
- Who is responsible for checking facts, accuracy of references, web addresses, etc.?
- Is there a house style/documentation or other guidelines to be followed or style to be imposed?
- Is formatting/layout required?
- Is quote to include final proofreading after edit?

- Is there a set budget?
- Client's contact details? Who will be liaison person?
- Timeline: when it will be delivered for editing? What is the deadline for delivery of the completed job

b. Answer (5 marks) *1 mark for each point (Some or all of these may already be covered in part a, which is fine)*

- Who has responsibility/authority for various aspects of the job?
- What are the exact services and final output (e.g. electronic file in Word) required?
- What is the schedule?
- How will the editor and client/publisher communicate with each other?
- What process will be followed for agreeing on variations?
- What payment will be made, and what are the terms of payment (e.g. part payment, payment on delivery, payment in 30 days)?
- Would any insurance cover be required under the contract, such as professional indemnity, public liability or WorkCover?
- Who will hold copyright?

Question 10 Editing and marking up a list

The following text comes from a plain English introduction to investment for beginners.

- a. Edit and mark up the text. (16 marks)
- b. List any questions for the author you have at the end. (3 marks)
- c. Is the sub-list in point 9 a good idea? (1 mark)

a. Answer (16 marks)

A proposed layout of the list part of the text with some corrections is shown here. Other decisions might be made, but they must be applied consistently and shown clearly.

Look for consistency of layout, punctuation within and at the end of points and parallel form for each introductory statement, complete point and sub-point.

1. **Start today** Saving even small amounts regularly over a long period establishes the discipline of saving and investment. Don't put off saving and investment until you think you'll have some spare cash.
2. **Understand compound investment** It's the secret to savings success. Earning interest on your interest helps your savings grow faster.
3. **Understand the relationship between risk and return**
4. **Manage risk** Risk is the possibility that your investment won't perform as expected and that you might lose money. Work out your own attitude to risk and choose your investments accordingly.
5. **Diversify your investments** Spreading your investments over different kinds of assets, such as shares, property and cash, can reduce your exposure to risk.
6. **Invest for the long-term** Advisers will tell you its not *timing* the market that matters, but *time in* the market. That means not trying to work out the best time to buy and sell assets, but focusing on holding your investment over the long term so it has a chance to increase in value.
7. **Don't chase last year's returns** Past performance is a poor indicator of future performance. Last year's best performer is often this year's worst performer.
8. **Don't invest in things you don't understand** Educate yourself about investment and the kinds of assets you can put your money into before you take the plunge.
9. **Manage your super** It's probably the biggest asset you own after your home. Here are four tips for good management:
 - a. Put all your super into one account to avoid excess fees and charges.
 - b. Contribute even a little bit more over a long period to make your super grow.

- c. Choose an investment option that will help build your super but also suit your risk profile.
 - d. If you're eligible, contribute enough to get the government's co-contribution payment.
- 10. Get some good advice** Find a financial planner you can trust, and can develop a rapport with.

b. Answer (3 marks)

Point 3 Is there some text missing? Can author add some more information so this point is similar to others in list?

Point 9 Should this be renumbered 8, as shown, or has point 8 been deleted or accidentally omitted from the list?

Point 10 Text repeats point 7. I have deleted and made the last paragraph point 10. OK? It seemed to be part of the list.

c. Answer (1 mark) *Candidates could answer yes or no, but should have a good reason for their choice.*

Possibly not a good idea. A distraction from the central idea of top ten tips; could be listed within the point; may be more detail than is appropriate in a summary list, which makes it unlike the rest of the points in the list, which are short and precise.

Question 11 Proofreading a newsletter/gardening

The following two pages from a garden club newsletter have been sent to you with a note from the editor, Rodney Barkling-Madd, quoted below.

- a. Proofread the text, using correct symbols, and following the brief from Rodney. **(18 marks)**
- b. List any queries you may have for Rodney on this page. **(2 marks)**

a. Answer (18 marks) 0.25 mark for each correction.

See the hand mark-up of the proofs for the required corrections.

Watch for marks made correctly in the text and in the margin. Non-standard marks acceptable provided they are clear. Corrections, as opposed to proofing marks, made in the body of the text are not acceptable.

Changes to the text beyond the brief (which asked for no rewriting) will be ignored.

b. Answer (2 marks) 0.5 mark for each appropriate query.

Watch for clarity of question and appropriateness – that the query is not something editorial or something the editor can solve. Suggested queries are shown below, but other sensible queries are acceptable. Candidates don't have to pick up all queries, or express them in the following words to gain full marks. Unnecessary queries will not be marked.

AQ1 Barabara Answorth at top of column but Barbara Ainsworth under table. Which is correct?

AQ2 Shovelling – does author want to specify shovelling anything in particular, as the other activities tend to be specific?

AQ3 'Gardening for Fun and Fitness' – note says it continues on page 2, but it doesn't – what page will it finish on?

AQ4 Garden Club on page 1 head, but Gardeners Club on page 2. Which is correct? If Gardeners, should it be Gardeners' Club?

AQ6 Refers to a more energetic plant – more energetic than the previously mentioned plant?

AQ7 The column will be short when the text at the top is aligned to headings and text in column 1. Add more text to either story in column 2 to fill?

Question 12 On-screen editing in Microsoft Word

What do you consider to be the pros and cons of using the following features in Microsoft Word?

- a. Track changes (10 marks)
- b. Headers and footers (6 marks)
- c. Macros (4 marks)

Look for answers that indicate the candidate has a working knowledge of these features, and can rationally justify their choice if they do or do not use them. Candidates don't have to match the points listed, include all of them, or express them in the manner shown below.

a. Answer (10 marks) 2 marks for each appropriate point.

PROS

- Useful for showing client/author your edits (can help to educate client/author in grammar/punctuation conventions; allows client ultimate control of content).
- Useful for inserting comments and queries outside the body of the text.
- Useful for gathering comment on document from several sources.
- Useful where a large number of changes or rewriting is required, e.g. when editing the writing of a non-native speaker of English, where most sentences need some alteration: might be too much to fit easily on hard copy and hard for the client to decipher handwriting.
- Can be helpful in editing technical or very specialised text, as the author will be able to see immediately if a term or some other matter has been misunderstood.

CONS

- Author/client may not be familiar/comfortable with system. May need instructions on how to accept or reject changes, etc.
- Resulting document can look confusing/messy, especially if it includes the input of several people. If author/client is left to accept/reject changes, can result in new errors where changes are related to each other and not all have been accepted.
- Deleted punctuation may be hard to see.
- Deleted paragraph breaks or spaces, and run on paragraphs, aren't clearly shown.
- Format changes, e.g. to or from italics, may only be indicated by a margin mark.

OTHER POINTS

- Best turned off for structural edit, as any edits within cut/paste passages will not be visible (all will be marked as new text when pasted).

- Best turned off to complete global changes, such as removing double spaces and making quotes smart, or changing double to single quotes, or tidying up formatting, such as removing double spacing.
- Advisable to proofread a ‘clean’ version, with all changes accepted, and send this to client/author along with one with visible changes (or instructions, if necessary, on how to view the changes).

b. Answer (6 marks) 2 marks each appropriate point.

PROS

- Useful to identify sections of a document, names of chapters, authors, date of publication, who a multi-page letter is to/from, page numbers, add a letterhead or watermark.
- Also useful to include file name and path in working documents so documents can be traced on a server and for version control.
- Need to use in conjunction with section breaks and ensure that headers and footers are not inadvertently carried over to a new section or when using an old document as basis for a new one.
- Can be retained in documents being published in Word form.

CONS

- Must remember they need to be removed before sending a document for design in a DTP program.

c. Answer (4 marks) 2 marks for each appropriate point.

PROS

- Useful for inserting regularly used passages of text, formatting or other repeated combinations of keystrokes.
- Can save a lot of time and work by automatically carrying out functions as above or cleaning up MS (e.g. removing double spaces).
- Macros can be assigned keyboard shortcuts.
- Macros can be easily edited/updated via Tools/Macro/Macros/Edit.

CONS

- Need care to set them up correctly, and need to know how to set them up.