

## **DITA 1.3 Implementation Test**



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# Chapter 1

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## Highlight domain

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Topics:

- *Highlight domain testing*

## Highlight domain testing

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### line-through element

The <line-through> element indicates text that is rendered with a line struck through the content.

Line-through: DITA technology can be ~~maddening~~a challenge to implement.

Line-through with u.

Line-through: DITA technology can be ~~maddening~~a challenge to implement.

### overline element

The <overline> element indicates content that is rendered with a line above it.

Overline:  $\bar{x}$  is the average value of  $x_i$

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# Chapter

# 2

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## XML mention domain

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Topics:

- [\*XML mention domain testing\*](#)

## XML mention domain testing

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### **numcharref**

Numeric character references represent characters from the Universal Character Set (UCS) of Unicode. They are used to reference characters that cannot easily be directly encoded in a document, such as a copyright symbol. When a markup-aware processor encounters a numeric character reference, for example, `&#225;`, it renders the reference as the Unicode character that it represents: a-acute.

### **parameterentity**

... The `%p.content;` parameter entity defines the content model for the `<p>` element.

To include the XML-mention domain in a DTD document-type shell, you must declare the `%xml-d-dec;` parameter entity.

### **textentity**

The `&hi-d-att;` entity holds the contribution for the `@domains` attribute.

### **xmlatt**

The `@collection-type` and `@linking` attributes affect how related links are generated for topics that are referenced in the DITA map.

### **xmlelement**

Use the `<uicontrol>` (user interface control) element to indicate the names of buttons, entry fields, menu items, or other objects that enable a user to interact with a graphical user interface.

### **xmlnsname**

The namespace name for XHTML is `http://www.w3.org/1999/xhtml`.

### **xmlpi**

While DITA does not define any processing instructions, some applications might use some DocBook processing instructions, such as `dbhtml_bgcolor`.

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# Chapter

# 3

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## Markup domain

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Topics:

- [\*Markup domain testing\*](#)

## Markup domain testing

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### **markupname**

The `p.attributes` attribute group defines the allowed attributes for the `<p>` element.



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## Chapter

# 4

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### Table/@orient attribute

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Topics:

- [Table/@orient attribute](#)

## Table/@orient attribute

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### table/@orient

@orient: Specifies the orientation of the table in page-based outputs. This attribute is primarily useful for print-oriented display.

**Table 1: Sample rotated table**

Item	Word	DocBook	XSL-FO	Notes
Table Style	w:tbl/w:tblPr/ w:tblStyle/@w:val <sup>1</sup>	table@style	-	-
Table width	w:tbl/w:tblPr/w:tblw	table/@pgwide(?)	fo:table/@width	-
Column width	w:tblGrid/w:gridCol/ @w:w	tgroup/colspec/ @colwidth	fo:table-column/ @column-width	-
Header row	w:tr/w:trPr/ @w:tblHeader	tgroup/thead	fo:table-header	-
Body row	-	tgroup/tbody	fo:table-body	-
Body row	-	tgroup/tbody	fo:table-body	-
Body row	-	tgroup/tbody	fo:table-body	-
Body row	-	tgroup/tbody	fo:table-body	-

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<sup>1</sup> Table style is dropped in Open XML specification

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## Chapter

# 5

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## Rotate table entry

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### Topics:

- *Rotating table cell by specifying entry/@rotate="1"*

## Rotating table cell by specifying entry/@rotate="1"

You can rotate table entry content rotated 90 degrees counterclockwise by specifying `entry/@rotate="1"`

### Normal pattern

[illegible]

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# Chapter

# 6

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## Equation Domain

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### Topics:

- [\*<equation-figure>\*](#)
  - [\*equation-block\*](#)
  - [\*Reference to equation-block\*](#)
  - [\*equation-inline\*](#)
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## <equation-figure>

Use the <equation-figure> element to represent an equation that functions as form of figure or display. Display equations are intended to be numbered when numbering is desired.

**Figure 1: Sample <equation-figure>**

### Nested topic test

$$z^2=x^2+y^2$$

$$9999-1 \ z^3=x^3+y^3$$

$$z^4=x^4+y^4$$

$$9999-2 \ z^5=x^5+y^5$$

$$z^6=x^6+y^6$$

**Figure 2: Equation-figure example**

### Nested topic test

$$z^2=x^2+y^2$$

$$9999-1 \ z^3=x^3+y^3$$

$$z^4=x^4+y^4$$

$$9999-2 \ z^5=x^5+y^5$$

$$z^6=x^6+y^6$$

**Figure 3: Equation-figure example**

### Nested topic test

$$z^2=x^2+y^2$$

$$9999-1 \ z^3=x^3+y^3$$

$$z^4=x^4+y^4$$

$$9999-2 \ z^5=x^5+y^5$$

$$z^6=x^6+y^6$$

**Figure 4: Equation-figure example**

### Nested topic test

$$z^2=x^2+y^2$$

$$9999-1 \ z^3=x^3+y^3$$

$$z^4=x^4+y^4$$

$$9999-2 \ z^5=x^5+y^5$$

$$z^6=x^6+y^6$$

**Figure 5: Equation-figure example**

## <equation-block>

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### Single equation

Use the <equation-block> element to represent an equation that is presented as a separate block within a text flow.

$$z^3=x^3+y^3$$

### Single equation with <equation-number>

Block equations can be numbered.

1.1.a

Block equations can be numbered automatically if <equation-block> has whitespace-only content or is empty.

### Multiple equation in <equation-block>

When an <equation-block> element has multiple direct child elements, each child represents an alternative form of the equation. Processors are free to choose the form or forms that they use in deliverables.

$$z^2 = x^2 + y^2$$

### Equation with text nodes

or ,

### Text only representation of <equation-block>

This equation is authored with <ph> and <sup>

$$z^2 = x^2 + y^2$$

## Reference to <equation-block>

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Reference to Quadratic Formula (no equation-number): *(Text of xref)*

Reference to hand-made equation with <sup> and <sub> (no equation-number): *(Text of xref)*

Reference to Standard Deviation (manually coded equation-number): [#unique\\_14/unique\\_14\\_Connect\\_42\\_equation-block\\_jvq\\_w3q\\_35](#) on page 15

Reference to Divergence (automatically generated equation): [#unique\\_14/unique\\_14\\_Connect\\_42\\_equation-block\\_x41\\_x3q\\_35](#) on page 15

Reference to Complex Number (multiple equation-number in equation-block): [#unique\\_14/unique\\_14\\_Connect\\_42\\_equation-block\\_xcm\\_y3q\\_35](#) on page 15

## <equation-inline>

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Use the <equation-inline> element to represent an equation that is presented inline within a paragraph or similar context. Inline equations are not intended to be numbered.

### Area of triangle

The area of the triangle is represented by the formula .

**Mass–energy equivalence**

In physics, mass–energy equivalence is a concept formulated by Albert Einstein that explains the relationship between mass and energy. It states every mass has an energy equivalent and vice versa—expressed using the formula where  $E$  is the energy of a physical system,  $m$  is the mass of the system, and  $c$  is the speed of light in a vacuum (about  $3 \times 10^8$  m/s).



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# Chapter

# 7

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## SVG domain elements

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### Topics:

- [\*SVG Domain Test: Namespace  
Prefixed SVG Elements\*](#)
- [\*svgref test\*](#)

## SVG Domain Test: Namespace Prefixed SVG Elements

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SVG inline:

SVG Directly in body:

**Figure 6: Figure With SVG Container**

## svgref test

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Reference to the external XML root element

**Figure 7: Figure With SVG Container**

Reference to a specific `<svg>` element in a containing XML file

**Figure 8: Figure with SVG Container**

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# Chapter

# 8

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## <div> element

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The <div> element is used to organize subsets of content into logical groups that are not intended to be or should not be contained as a topic.

The <div> element is designed to be a grouping element; it does not imply any explicit semantics or contain an explicit title. This avoids enabling the creation of deeply-nested content that would otherwise be written as separate topics. If the content requires a title, use a <section> element, a nested <topic>, or possibly a <fig> element.

The first paragraph

The second paragraph

**Note:** This is a note



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## Chapter

# 9

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`note/@type="trouble"`

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Topics:

- [\*note/@type="trouble"\*](#)

## note/@type="trouble"

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DITA 1.3 added @type="trouble" to <note> element.



### **Trouble:**

If you get "Insufficient memory" error, increase virtual memory size from system setting menu.