



Student booklet

A magazine study

Year 5	English Technology
Name	

Write texts and apply technology design processes to create a magazine for a target audience of 8- to 12-year-olds.

This assessment has three parts.

- Part A. Develop magazine content
- Part B. Design the magazine
- Part C. Evaluation and reflection

Due date:

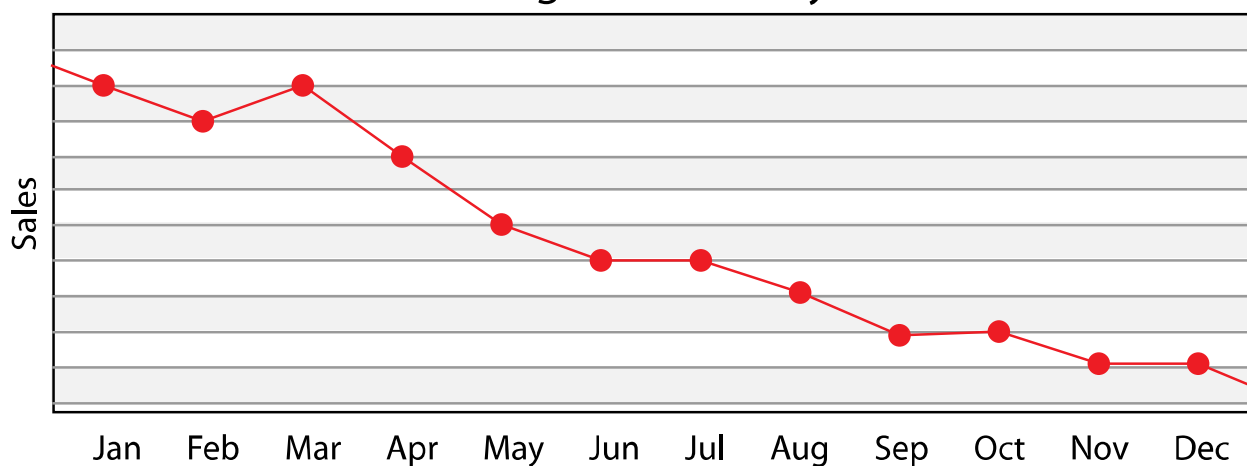
Introduction

Magazines contain texts that entertain and inform readers. All magazines use a combination of images, text types, layouts and colours to promote their information and products and appeal to their target audience.

Your design challenge!

Sales of KIDZ Magazine are falling. Sales targets are not being reached and the company is in trouble. The magazine wants you to redesign their magazine to increase their reader numbers and restore their sales. You will create interesting new texts for the magazine and a new format of that will inform and entertain the target audience: 8- to 12-year-old readers.

KIDZ Magazine Monthly Sales



Part A. Develop magazine content

In Part A you will complete three compulsory texts and up to three free-choice texts to inform and entertain your target audience.

Text planner

Use this planner to help you track your progress. Fill in the boxes as you finish each text.

My peer editor is:

Text	Topic	Tick when complete	Date completed
Section 1 Review		<input type="checkbox"/>	
Section 2 Interview	Person I am interviewing: Date:	<input type="checkbox"/>	
Section 3 News article		<input type="checkbox"/>	
Section 4 Free-choice texts		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

Section 1. Review

A review gives background information and expresses an opinion or recommendation to the reader.

Write a review for a game, movie or book that will inform and entertain your target audience.

Steps to success	Timeline
1. List ideas and plan your review.	Session 1
2. Write a draft of your review. Follow the text structure and language elements suggestions below. Tick each box when you have included that item in your review.	Session 2
3. Swap reviews with your peer editor. Give and receive feedback using the Peer editor feedback sheet.	Session 3
4. Revise your draft, if necessary, based on feedback. Make a final copy.	Session 4
5. Hand in your completed text and tick the corresponding box in the Text planner.	

Text structure and content	Language elements
<input type="checkbox"/> Title — Name the book, movie or game and include the name of the author or producer. <input type="checkbox"/> Paragraphs — Provide an introduction, body and conclusion. <input type="checkbox"/> Main characters — Give a brief description of each. <input type="checkbox"/> Setting — Say where the story, movie or game is set (e.g. time, culture, unique locations). <input type="checkbox"/> Genre — Identify the genre (e.g. science fiction, romance). <input type="checkbox"/> Judgment — Share your opinion and make recommendations to other readers.	<input type="checkbox"/> Use descriptive words and appropriate language for the audience. <input type="checkbox"/> Use words that express judgment (e.g. weak, interesting, exciting, high quality, poor).

Peer editor feedback: Review

Peer editor:

Writer:

Did the writer include:

- title of work and name of author or producer
- an introduction
- a body
- a conclusion?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

Were paragraphs used?

☐ Yes ☐ No

Were characters well described?

☐ Yes ☐ No

Was the setting well described?

☐ Yes ☐ No

Were descriptive words used?

☐ Yes ☐ No

Was an opinion or recommendation given?

☐ Yes ☐ No

Make one suggestion to improve the review.

Circle the face that best describes your feelings about the review text.



Section 2. Interview

Interviews are constructed around open-ended questions (questions that need more than a “yes” or “no” answer). Sometimes interview texts are written using a question and answer format.

Interview someone from your school community and then write the interview text that will inform and entertain your target audience.

Steps to success	Timeline
1. Choose a person to interview. 2. Set the interview date. 3. Plan and write 7 to 10 open-ended questions. Share these questions with your peer editor for feedback. 4. Contact the person you will interview and arrange a time to interview them.	Session 1
5. Conduct your interview and record the responses (on paper or make an audio recording). If possible, take a photo of the person.	Session 2
6. Draft your interview text. Follow the interview text structure and language elements guidelines below. Tick each box when you have included that item. 7. Exchange drafts with your peer editor and give feedback using the Peer editor feedback sheet.	Session 3
8. Make necessary revisions. Create a final copy.	Session 4
9. Hand in your completed text and tick the corresponding box in the Text planner.	

Text structure and content	Language elements
<input type="checkbox"/> Creative title — Provide a short and original title that catches the audience’s interest and attention. <input type="checkbox"/> Photo — Include a picture of the person interviewed. <input type="checkbox"/> Introduction — Introduce the person, say who they are, what they have done. <input type="checkbox"/> Question and answer format — Use 7 to 10 open-ended questions. <input type="checkbox"/> Conclusion — Ask the person being interviewed about their plans for the future.	<input type="checkbox"/> Use questions and linking words. <input type="checkbox"/> Use quotation marks for dialogue or quotes.

Peer editor feedback: Interview

Peer editor:

Writer:

Did the writer include:

- a creative title
- a photo of the person
- 7 to 10 open-ended questions with responses?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

Were questions and linking words used?

☐ Yes ☐ No

Were answers to questions interesting?

☐ Yes ☐ No

Was correct punctuation for quotes used?

☐ Yes ☐ No

Make one suggestion to improve the interview.

Circle the face that best describes your feelings about the interview.



Section 3. News article

News articles have a catchy title, summarise events and use facts or quotes from an expert or specialist.

Write a news article about a current issue or problem at your school to inform and entertain your target audience.

Steps to success	Timeline
1. Look at different samples of news articles. Select a suitable topic and research it. 2. Plan and organise your ideas.	Session 1
3. Start writing a draft of your news article, following the text structure and language elements below. Tick each box when you have included that item.	Session 2
4. Read your news article to your peer editor. Exchange drafts and give feedback using the Peer editor feedback sheet.	Session 3
5. Revise your draft, if necessary. Consider what images you will include. Make a final copy.	Session 4
6. Hand in your completed text and tick the corresponding box in the Text planner.	

Text structure and content	Language elements
<input type="checkbox"/> Headline — Use a short, catchy phrase to grab people's attention. <input type="checkbox"/> Summary of important events — Cover all key points. <input type="checkbox"/> Background notes — Include a brief history or other information to set.	<input type="checkbox"/> Include an introductory and a concluding sentence. <input type="checkbox"/> Use descriptive, factual and emotive words (e.g. exciting, predictable, action packed). <input type="checkbox"/> Use a quote from a person of authority.

Section 4. Free-choice texts

Select and write up to three additional free-choice texts to include in your magazine. Examples include an advertisement, arts page, comic strip, jokes page, survey, or other text that would be of interest to your audience.

Steps to success	Tick when complete	Date completed
1. Select the texts you wish to write and write them in your Text planner.	<input type="checkbox"/>	
2. Research and plan your texts before you start writing. Conduct surveys or interviews. Remember that each text will have its own particular structure and language elements (see tables on the next page).	<input type="checkbox"/>	
3. Write draft and plan the layout of each text. Consider the text structure and language elements, as well as drawings, images and speech boxes where appropriate.	<input type="checkbox"/>	
4. Exchange drafts with your peer editor and give feedback.	<input type="checkbox"/>	
5. Revise your drafts, if necessary. Complete your texts.	<input type="checkbox"/>	
6. Hand in your completed texts and tick the corresponding boxes in the Text planner.	<input type="checkbox"/>	

Text structure and language elements	
Advertisement	
Text structure and content <ul style="list-style-type: none"> <input type="checkbox"/> Use attention-grabbing headings, images and captions (the hook). <input type="checkbox"/> Use creative image and text arrangement. <input type="checkbox"/> Use assorted fonts and colours. 	Language elements <ul style="list-style-type: none"> <input type="checkbox"/> Use emotive or persuasive language. <input type="checkbox"/> Use phrases or abbreviated sentences.
Arts page/Jokes page	
Text structure and content <ul style="list-style-type: none"> <input type="checkbox"/> Creative title — Provide a short and original title that catches the audience's attention. <input type="checkbox"/> Text and font — Use different sizes and colours. <input type="checkbox"/> Images — Ensure they are well positioned and relevant. 	Language elements <ul style="list-style-type: none"> <input type="checkbox"/> Use informal language. <input type="checkbox"/> Use quotation marks to highlight dialogue or quotes.
Comic strip	
Text structure and content <ul style="list-style-type: none"> <input type="checkbox"/> Title — Use a clear, catchy phrase. <input type="checkbox"/> Frames — Use to place pictures and text. <input type="checkbox"/> Drawings — Use in sequence to show place, character and events. 	Language elements <ul style="list-style-type: none"> <input type="checkbox"/> Use speech bubbles or dialogue boxes. <input type="checkbox"/> Use informal language. <input type="checkbox"/> Sometimes use extra punctuation to communicate strong expression or emotion (e.g. "What??").
Survey	
Text structure and content <ul style="list-style-type: none"> <input type="checkbox"/> Title — Use a clear and accurate title. <input type="checkbox"/> Graphic — Use a graph, chart or photo. <input type="checkbox"/> Summary — Outline the most important information. <input type="checkbox"/> Concluding statement — Give recommendations or a summary of results. 	Language elements <ul style="list-style-type: none"> <input type="checkbox"/> Use descriptive words. <input type="checkbox"/> Use complete sentences. <input type="checkbox"/> Include headings for graphics. <input type="checkbox"/> Use words that express judgment.

Part B. Design the magazine

In Part B you will investigate the design features of magazines, then plan and create your own magazine using the texts you produced in Part A.

Magazine production log

Use this production log to help you track your progress. Fill in the boxes as you finish each step.

Section		Tick when complete	Date completed
1. Investigation	Comparison alley	<input type="checkbox"/>	
2. Design: Front cover	Front cover design	<input type="checkbox"/>	
3. Design: Storyboard	Storyboard — draft Storyboard — revised	<input type="checkbox"/> <input type="checkbox"/>	
4. Production	Magazine — draft Magazine — final	<input type="checkbox"/> <input type="checkbox"/>	

Section 1. Investigation

In this section, you will investigate different styles and types of magazines and fill in the Comparison alley chart.

Comparison alley

- Select two magazines from the collection in class and identify their design features. List the similarities and differences on the Comparison alley chart (next page).

When comparing the magazines, look at:

- how information and images are laid out
 - the advertisements — how colours and pictures are used
 - the ways different types of articles are presented
 - the techniques used to connect the texts with the target audience.
- Are there any features in these magazines that you will use in your magazine? List them below.

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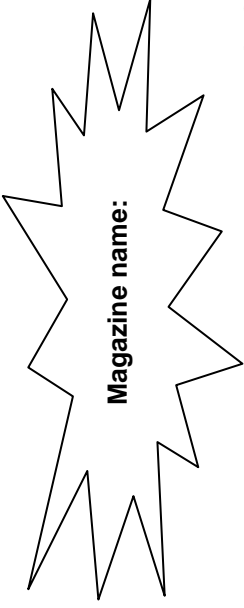
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When you have completed the Comparison alley chart, tick the corresponding box in the Magazine production log.

Comparison alley chart

Select two **different** magazines from the class resources, then record your observations on the chart.

<p>DIFFERENCES</p>  <p>Magazine name:</p>	 <p>Magazine name:</p> <p>DIFFERENCES</p>
<p>SIMILARITIES</p>	

Section 2. Design: Front cover

Front covers should hook readers and entice them to pick up the magazine. The front cover also gives a hint about what is inside and can generate feelings of excitement and anticipation. Clever use of text, colour, graphics and persuasive language will influence readers to pick up and read your magazine.

Create a front cover for your magazine that is visually appealing and appropriate for your target audience.

Steps to success	Timeline
1. Look at samples of magazine cover designs. 2. Brainstorm — put some ideas on paper.	Session 1
3. Write your cover text, using the text and language features listed below. Collect images and plan layout.	Session 2
4. Exchange cover designs with your peer editor. Give and receive feedback.	Session 3
5. Revise your draft, if necessary, and finalise your design. Tick the corresponding box in the Magazine production log.	Session 4

Text structure and content	Language elements
<input type="checkbox"/> Use attention-grabbing headings, images and captions. <input type="checkbox"/> Use different fonts and colours.	<input type="checkbox"/> Use emotive or persuasive language (e.g. breathtaking, improves, stylish, best). <input type="checkbox"/> Use phrases and short sentences.

Peer editor feedback: Front cover

Peer editor:

Writer/Designer:

Did the writer/designer use:

- attention-grabbing text and images
- different fonts and sizes
- a variety of colours?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

Were persuasive and emotive words used?

☐ Yes ☐ No

Were graphics included?

☐ Yes ☐ No

Did the cover hint at what was inside?

☐ Yes ☐ No

Provide a suggestion to improve the front cover.

Circle the face that best describes your feelings about the front cover.



Section 3. Design: Storyboard

In this section, you will use a storyboard to help plan the sequence of your texts and the layout of individual pages.

Each box of the storyboard represents one page of your magazine. Your magazine will include the front cover you developed in the previous section, as well as the texts you developed in Part A. Consider whether you will include other elements, such as a contents page, a title page or a back cover.

Steps to success	Timeline
<ol style="list-style-type: none"> 1. Look at samples of magazines. 2. Brainstorm — start filling in the storyboard. Consider how many pages you will need for each text and the order of the texts. Write titles in the storyboard boxes and do rough sketches to show where text and graphics will be placed on the pages. 	Session 1
<ol style="list-style-type: none"> 3. Keep working on your storyboard. Exchange drafts with your peer editor, and give and receive feedback. 	Sessions 2–3
<ol style="list-style-type: none"> 4. Revise your draft storyboard, if necessary, and finalise your magazine design. 	Session 4

Storyboard — draft

Draft # 1 2 3 4 5		

Peer editor feedback: Storyboard

Peer editor:

Designer:

Did the designer:

- include the front cover and all the texts in the storyboard
- sequence the texts in an appropriate and interesting way
- use attention-grabbing text and images?

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

Provide a suggestion to improve the storyboard.

Circle the face that best describes your feelings about the storyboard.



Storyboard — revised

Using feedback received from your peer editor, make modifications to the content and layout of your magazine.

Section 4. Production and creation

Based on the production version of your storyboard, start producing your magazine's content. Use various tools (e.g. spreadsheet, word processing, publishing and graphics software, digital camera) to produce images and graphics, and to lay out your magazine.

Share your draft with your peer editor, and revise your magazine based on feedback. When you have completed your magazine, print it out and hand in your final copy.

Part C. Evaluation and reflection

Complete the following. Attach an extra sheet if necessary.

Part A. Develop magazine content

Which text did you enjoy writing the most? Why?

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Explain some strategies you used to make your texts appealing to the target audience.

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List a few ways you think you could have improved your text writing (e.g. word choices, language elements, structure).

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If you were to complete another similar magazine study, what would you do differently in your written texts to appeal to your audience?

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Part B. Design the magazine

Did your magazine meet the design challenge? Yes ☐ No ☐

If not, why not? If yes, how?

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What parts of your magazine are you pleased about?

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If you were to change any design elements, what would they be?

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List a few things that you have learnt from this assessment.

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