



Teacher guidelines

A magazine study

Year 5

**English
Technology**

Students create texts and apply technology practice to produce a magazine for 8- to 12-year-olds. Students then reflect on their design decisions and processes.

Time allocation English — up to 21 sessions
 Technology — 7 sessions

Student roles Students will work independently, and in partnerships to provide feedback.

Context for assessment

Contemporary media is persuasive and competitive. Magazines and TV constantly try to attract customers, communicate information, provide services and sell products. In this assessment, students research and write various texts for a specific audience. Then, they design and create a magazine in response to a design challenge, reflect on their product and process decisions.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 5
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify the relationship between audience, purpose and text type • construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose • reflect on learning to identify new understandings and future applications. 	<p>Knowledge and understanding</p> <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.</p> <ul style="list-style-type: none"> • Readers and viewers draw on their prior knowledge of language and texts when engaging with a text. • Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes entertaining, informing and describing. • Writers and designers can adopt different roles, and make language choices appropriate to the audience. • Text users make choices about grammar and punctuation, to make meaning. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

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	<p>Language elements</p> <p>Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.</p> <ul style="list-style-type: none"> • Paragraphs separate ideas in texts and contain a topic sentence. <p>Literary and non-literary texts</p> <p>Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Literary texts entertain, evoke emotion, and convey messages and information. • Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate. • Information and news reports, articles, features, simple arguments, descriptions, explanations, group discussions and formal presentations are types of non-literary texts.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Constructing texts • Reflecting 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 5</i>, QSA, Brisbane.</p>	

Technology	Essential Learnings by the end of Year 5
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify and analyse the purpose and context for design ideas • generate design ideas that match requirements • communicate the details of their designs using 2D or 3D visual representations • plan production procedures by identifying and sequencing steps • make products to match design ideas by manipulating and processing resources • evaluate products and processes to identify strengths, limitations, effectiveness and improvements • reflect on learning to identify new understandings and future applications. 	<p>Knowledge and understanding</p> <p><i>Technology as a human endeavour</i></p> <p>Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. • Aspects of appropriateness influence product design and production decisions. <p><i>Information, materials and systems (resources)</i></p> <p>The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</p> <ul style="list-style-type: none"> • Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating and designing • Producing • Evaluating • Reflecting 	
<p>Source: Queensland Studies Authority 2007, <i>Technology Essential Learnings by the end of Year 5</i>, QSA, Brisbane.</p>	

Links to Cross-curriculum priorities

Information and Communication Technologies (ICTs) Cross-curriculum priority by the end of Year 5
<p>Inquiring with ICTs</p> <p>Students explore, select and use ICTs in the processes of inquiry across key learning areas. They:</p> <ul style="list-style-type: none">• identify the inquiry focus and match appropriate ICTs and possible digital information sources and ways of gathering data and information• plan, conduct and manage structured searches for data and information• organise and identify relationships between data and information from a variety of sources. <p>Creating with ICTs</p> <p>Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:</p> <ul style="list-style-type: none">• express and represent ideas, information and thinking• create imaginative responses that demonstrate required features. <p>Communicating with ICTs</p> <p>Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in different contexts for an identified purpose and audience. They:</p> <ul style="list-style-type: none">• collaborate and communicate ideas, understandings, information and responses• apply appropriate communication conventions• use a variety of digital media to improve communication• express a personal image and an identity in communication. <p>Operating ICTs</p> <p>Students use a range of ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They:</p> <ul style="list-style-type: none">• experiment with operational processes and use the basic capabilities of a range of ICT devices• access appropriate network, personal system and device information.
<small>Source: Queensland Studies Authority 2007, <i>Information and Communication Technologies: Cross-curriculum priority by the end of Year 5</i>, QSA, Brisbane.</small>

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before implementing this assessment.

- Use assorted ICTs to communicate a message (e.g. digital camera, graphics software).
- Meet with a publisher, printer or media expert.
- View samples of other student magazines and discuss what is good and bad about them.
- Evaluate various magazines to identify design elements and desirable features.
- View and discuss magazine texts such as book reviews, interviews, news reports and advertisements.
- Research media production on the internet.
- Discover what makes a good interviewer (e.g. preparing questions that may uncover interesting facts, wording questions carefully).
- Explore different strategies for organising a work schedule to compile the magazine.
- Investigate the Curriculum Corporation's Learning Federation learning objects in the media-related series. (See *Teacher resources*.)



Teacher resources

PCM children's magazine, Curriculum India: <www.pcmmagazine.com>.

Magazines for children, Monroe County Public Library, Indiana:
<www.monroe.lib.in.us/childrens/kidsmags.html>.

Time for kids, Time Inc.: <www.timeforkids.com/teachers> then click Magazine.

K-Zone, Yahoo!7: <<http://au.youth.yahoo.com/kzone>>.

Curriculum Corporation's Learning Federation learning objects in the following series:
Advertising and marketing series, Fashion design series, Popstar puzzle, Point of view series:
editorial and newspaper report, Garage beat series, Online news series, Ad campaign series:
<www.thelearningfederation.edu.au>.

Publications

Forde, A 2007, *Design and the modern magazine*. ISBN: 0719075491.

King, S, Cullen, C 2001, *Magazine design that works: Secrets for successful magazine design*. ISBN: 156496758.

Owen, W 1995, *Modern magazine design*. ISBN: 0517143127.

Rivers, C 2006, *Mag-art: Innovation in magazine design*. ISBN: 2940361428.

Walker, R 1997, *Magazine design: A hands-on guide*. ISBN: 0948905662.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment.

Part A. Develop magazine content

- Pair students up with a peer editor.
- Collect examples of print feature articles such as interviews, reviews and news articles.
- Give students URLs of children's magazines to help them with article research and magazine production.
- If necessary, reserve appropriate ICTs such as digital cameras and computers.
- Display classroom posters that demonstrate the text structures for a book review, interview and news article.
- Copy appendixes:
 - Appendix A: Text structure and language elements — compulsory texts (enlarge for display in the classroom)
 - Appendix B: Text structure and language elements — free choice texts (enlarge for display in the classroom)
 - Appendix C: Weekly reflection sheets (students will require one per week).

Part B. Design a magazine

- Collect examples of print media such as newspapers, magazines, journals and books and make these available to the class.
- Arrange access to appropriate ICTs.
- Copy Appendix D: Technology Practice — actions and interactions, and discuss with students.

Implementation

Consider these points when implementing the assessment.

- Ensure students have been paired with a peer editor.
- Check that students hand in all drafts with their final product.
- Encourage students to reflect on how they approached each part of the assessment.

Sample implementation plan

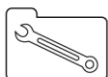
This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

One session is about 50 minutes.

Suggested time	Student activity	Resources
Part A. Develop magazine content		
Section 1. Review		
Session 1	Evaluate examples of film, book and game reviews to identify design elements and differences in text types. Brainstorm ideas and plan review.	Examples of reviews Appendix A: Text structure and language elements — compulsory texts Appendix C: Weekly reflection sheet
Session 2	Select topic and draft review text.	
Session 3	Share draft with peer editor. Give and receive feedback using the Peer editor feedback sheet.	
Session 4	Revise and finalise text. Complete Weekly reflection sheet.	
Section 2. Interview		
Session 1	Evaluate examples of interviews. Select a person to interview and make an appointment to interview them. Plan and write questions.	Examples of interviews Appendix A: Text structure and language elements — compulsory texts Appendix C: Weekly reflection sheet
Session 2	Conduct interview and record responses (notes or audio recording). Take a picture if possible.	
Session 3	Draft interview text. Share draft with peer editor. Give and receive feedback using the Peer editor feedback sheet.	
Session 4	Revise and finalise text. Complete Weekly reflection sheet.	
Section 3. News article		
Session 1	Evaluate examples of news articles to identify language elements. Select topic, list ideas and plan news article.	Examples of news articles Appendix A: Text structure and language elements — compulsory texts Appendix C: Weekly reflection sheet
Session 2	Draft news article.	
Session 3	Share draft with peer editor. Give and receive feedback using the Peer editor feedback sheet.	
Session 4	Revise and finalise text. Complete Weekly reflection sheet.	

Section 4. Free-choice texts (Note: these are not assessable elements)		
Students' choice (suggest 5–9 sessions)	Identify and compose free-choice texts.	Examples of free-choice texts Appendix B: Text structure and language elements — free-choice texts
Part B. Design the magazine		
Section 1. Investigation		
Session 1	Choose two magazines from the class collection to examine and compare. List the features of each and any similarities. Complete Comparison alley sheet. Consider design choices (fonts, colours, images) for the magazine.	Magazines
Section 2. Design: Front cover		
Session 1	Evaluate examples of front cover designs. Plan cover design.	Examples of front cover designs
Session 2	Write cover text, collect and create images, plan layout.	Appendix A: Text structure and language elements — compulsory texts Appendix C: Weekly reflection sheet
Session 3	Share draft with peer editor. Give and receive feedback using the Peer editor feedback sheet.	
Session 4	Revise and finalise text. Complete Weekly reflection sheet.	
Section 3. Design: Storyboard		
Session 1	Look at magazine samples. Start designing and recording ideas on the storyboard.	Magazines
Sessions 2–3	Refine storyboard and exchange with peer editor. Give and receive feedback using the Peer editor feedback sheet.	
Session 4	Revise and finalise storyboard. Finalise magazine design.	
Section 4. Production and creation		
Sessions 1–2	Produce magazine using a variety of ICT tools.	ICT resources

Part C. Evaluation and reflection		
Session 1	Fill out the Evaluation and reflection sheet.	
Display finished product with school community.		



Resources for the assessment

- Appendix A Text structure and language elements — compulsory texts
- Appendix B Text structure and language elements — free-choice texts
- Appendix C Weekly reflection sheet
- Appendix D Technology Practice — actions and interactions

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

Giving feedback about this assessment

The use of progressive peer feedback reinforces the value of having students providing feedback to each other. This models the English writing strategies of planning, drafting, revising, editing, proofreading and publishing.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.

Text structure and language elements — compulsory texts

Review

Text structure and content

- **Title** — Name the book, movie or game and include the name of the author or producer.
- **Paragraphs** — Provide an introduction, body and conclusion.
- **Main characters** — Give a brief description of each.
- **Setting** — Say where the story, movie or game is set (e.g. time, culture, unique locations).
- **Genre** — Identify the genre (e.g. science fiction, romance).
- **Judgment** — Share your opinion and make recommendations to other readers.

Language elements

- Use descriptive words and appropriate language for the audience.
- Use words that express judgment (e.g. weak, interesting, exciting, high quality, poor).

Interview

Text structure and content

- **Creative title** — Provide a short and original title that catches the audience's interest and attention.
- **Photo** — Include a picture of the person interviewed.
- **Introduction** — Introduce the person, say who they are, what they have done.
- **Question and answer format** — Use 7 to 10 open-ended questions.
- **Conclusion** — Ask the person being interviewed about their plans for the future.

Language elements

- Use questions and linking words.
- Use quotation marks for dialogue or quotes.

News article

Text structure and content

- **Headline** — Use a clear, catchy phrase to grab people's attention.
- **Summary of important events** — Cover all key points.
- **Background notes** — Include a brief history or other information to set the scene.

Language elements

- Include an introductory and a concluding sentence.
- Use descriptive, factual and emotive words (e.g. exciting, predictable, action packed).
- Use a quote from a person of authority.

Front cover

Text structure and content

- Use attention-grabbing headings, images and captions.
- Use different fonts and colours.

Language elements

- Use emotive or persuasive language (e.g. breathtaking, improves, stylish, best).
- Use phrases and short sentences.

Text structure and language elements — free-choice texts

Advertisement

Text structure and content

- Use attention-grabbing headings, images and captions (the hook).
- Use creative image and text arrangement.
- Use assorted fonts and colours.

Language elements

- Use emotive or persuasive language.
- Use phrases or abbreviated sentences.

Arts page/Jokes page

Text structure and content

- **Creative title** — Provide a short and original title that catches the audience's attention.
- **Text and font** — Use different sizes and colours.
- **Images** — Ensure they are well positioned and relevant.

Language elements

- Use informal language.
- Use quotation marks to highlight dialogue or quotes.

Comic strip

Text structure and content

- **Title** — Use a clear, catchy phrase.
- **Frames** — Use to place pictures and text.
- **Drawings** — Use in sequence to show place, character and events.

Language elements

- Use speech bubbles or dialogue boxes.
- Use informal language.
- Sometimes use extra punctuation to communicate strong expression or emotion (e.g. "What?").

Survey

Text structure and content

- **Title** — Use a clear and accurate title.
- **Graphic** — Use a graph, chart or photo.
- **Summary** — Outline the most important information.
- **Concluding statement** — Give recommendations or a summary of results.

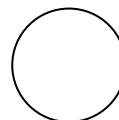
Language elements

- Use descriptive words.
- Use complete sentences.
- Include headings for graphics.
- Use words that express judgment.

Weekly reflection sheet

Name: Week: Date:

How was your week? (Colour the appropriate face, or draw your own.)



Comment on three things about your magazine this week.

1

2

3

What did you find difficult or challenging with the magazine this week?

.....
Why?
.....
.....

In what area have you improved your magazine this week?

.....
.....
.....

What are your feelings about your work this week? (Circle one.)



What is your work goal for next week?

.....
.....

Cooperation: Rate yourself. (Colour one.)

not so good

ok

good

fantastic

Have you met work deadlines this week? (Circle one.)

yes mostly no

Overall effort this week. (Colour one.)

not so good

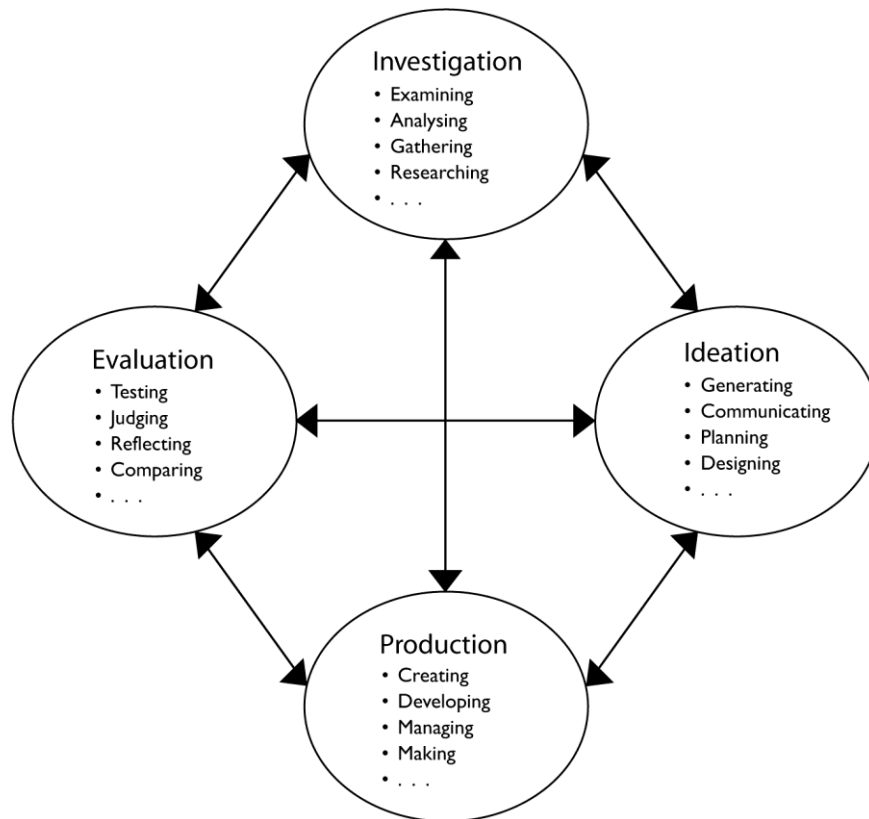
ok

good

fantastic

Teacher's comments:

Parent's/caregiver's comments:



Technology Practice — actions and interactions

Key understandings

- In today's society the media plays a key role in shaping people's attitudes, ideas and opinions.
- People fulfil many diverse roles in the media industry and work with others to create a successful product.
- Technology practice involves set processes to help solve design challenges.
- The selection of appropriately written texts and visual images plays an important role in effectively communicating messages and information to differing audiences.