Stage 2 English

Assessment Type 2: Creating Texts

Creating a blog

TASK: Create one or more entries for an online blog on a topic of your choice. This may take the form of multiple blog entries up to a combined total of 1000 words.

Online blogs are becoming increasingly popular. Bloggers are employed by a variety of companies and online newspapers or they write independently with the potenial to earn an income. Blogs are updated regularly and frequently and allow for readers to respond online.

1. Research by reading online blogs to use as models and inspiration. Websites such as the following are good staring points for finding blogs you might enjoy:

<http://blogchicks.com.au/> - a community for Australian female bloggers who share their experiences and discuss relevant topics.

<http://adelaidetweet.com/adelaide-blogs/>.This is a list of blogs created by bloggers in South Australia.

Sites such as <http://www.wikihow.com/Start-a-Blog> provide tips for starting a blog.

1. Decide the type of blog you want to write. Consider the topic and audience such as
   * your family – keeping the family connected and up to date through a blog that allows for various people to contribute, including family photos, is popular
   * the Adelaide food bloggers group
   * tips and experiences for new drivers who drive in Adelaide
   * a local sports club or interest group blog.
2. Write the blog. Consider the conventions of a blog and the language and stylistic choices you make. These include
   * a personal writing style using the first person perspective – “I”
   * an informal or conversational tone – in this form of writing you can write like you speak
   * attracting readers with a catchy title and appealing visual layout (not too many long slabs of text) as readers initially skim read on screen
   * being aware of the reader and even addressing the reader directly
   * allowing readers to comment online
   * making frequent updates or posts
   * appropriate formatting, including titles and sub titles, bullet points, short paragraphs, images.

In this task you should:

1. demonstrate knowledge and understanding of the ways the authors of blogs use language features, stylistic features, and conventions (KU2)
2. demonstrate knowledge and understanding of the ways blogs are created for different purposes, audiences, and contexts (KU3)
3. use language features and conventions appropriate to a blog (Ap1)
4. produce clear and coherent writing, using appropriate vocabulary (Ap3)

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |