

# THE EXTENDED RESPONSE TASK

The process for researching and writing an Extended Response task for Senior Physics in the Persuasive Exposition Genre  
These notes were written by Dr Richard Walding, Griffith University

For detailed description of how to complete a Persuasive Exposition ERT in Physics go to "How to Write a Deadly ERT" at [seniorphysics.com/physics/ert.html](http://seniorphysics.com/physics/ert.html)

The Extended Response Task (ERT) requires you to respond to a science question, statement, circumstance or issue. It is essentially non-experimental, but will require research and use of secondary (someone else's) data – although you may have to draw on primary (your own) experimental data.

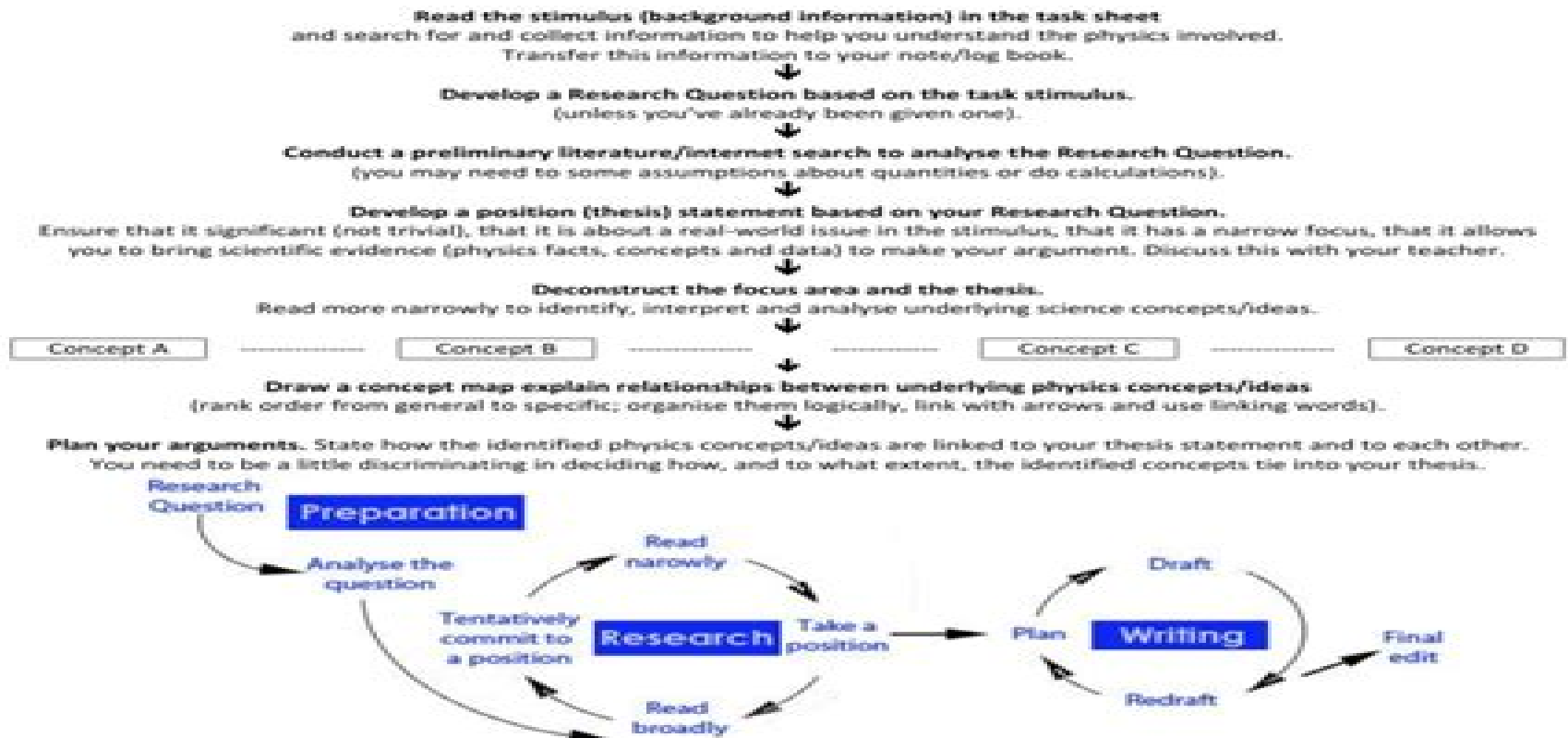
The genre *Persuasive Exposition* requires you to argue for or against a statement, usually called a 'thesis' statement, and provide evidence to justify your claims. In Senior Physics, the evidence will consist mainly of physics principles, concepts, facts, ideas and data.

## THE RESEARCH & WRITING PROCESS

There are two phases to preparing your ERT: The Research Phase, and the Writing Phase.

### 1. RESEARCH PHASE

The following flow chart and schematics give a suggested approach to the completion of the task.



# Extended Response Task Physics

**Peipei Pang**



## **Extended Response Task Physics:**

Valuing Assessment in Science Education: Pedagogy, Curriculum, Policy Deborah Corrigan, Richard Gunstone, Alister Jones, 2013-06-05 Assessment is a fundamental issue in research in science education in curriculum development and implementation in science education as well as in science teaching and learning This book takes a broad and deep view of research involving assessment in science education across contexts and cultures from whole countries to individual classrooms and across forms and purposes from assessment in the service of student learning to policy implications of system wide assessment It examines the relationships between assessment measurement and evaluation explores assessment philosophies and practices in relation to curriculum and scientific literacy learning and details the relationships between assessment and science education policy The third in a series Valuing Assessment in Science Education has chapters from a range of international scholars from across the globe and staff from Monash University King s College London and University of Waikato The two previous books in the series examined research relevant to the re emergence of values in science education and teaching across the spectrum of science education as well as across cultural contexts through the professional knowledge of science teaching This third book now moves to examine different aspects of generating understanding about what science is learnt how it is learnt and how it is valued Valuing Assessment in Science Education will appeal to all those with some engagement with and or use of research in science education including research students academics curriculum development agencies assessment authorities and policy makers It will also be of interest to all classroom science teachers who seek to keep abreast of the latest research and development and thinking in their area of professional concern

**IELTS Collected Papers 2** Lynda B. Taylor, Lynda Taylor, Cyril J. Weir, 2012-02-23 This volume reports research that informs the development of reading and listening assessment in IELTS This volume brings together a set of eight IELTS related research studies four on reading and four on listening conducted between 2005 and 2010 Findings from these studies provide valuable evidence on the validity reliability impact and practicality of the IELTS test they are also instrumental in highlighting aspects needing attention and thus directly inform the continuing evolution of the IELTS reading and listening tests The volume reviews and comments on the specific contribution of each study to the ongoing process of IELTS reading and listening test design and development

**Validity, Reliability and Efficiency of Comparative Judgement to Assess Student Work** Sven De Maeyer, Tine Van Daal, Renske Bouwer, Marije Lesterhuis, Eva Hartell, 2023-01-13

**Opportunistic Challenges** Susan Rodrigues, 2002 Challenges and opportunities in designing and using appropriate technology in various learning environments are explored here in this overview of information communication technology ICT initiatives in education A key intention of the book is to report on the work of several researchers and product developers engaged in investigating the potential of ICT in learning environments in terms of users computers and organization Chapters discuss implications for design of e learning environments and look at the influence of design on learning Rodrigues is director of the

Institute of Science Education in Scotland Annotation copyrighted by Book News Inc Portland OR     Methodological Advances in Cross-National Surveys of Educational Achievement National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Board on International Comparative Studies in Education, 2002-06-14 In November 2000 the Board on International Comparative Studies in Education BICSE held a symposium to draw on the wealth of experience gathered over a four decade period to evaluate improvement in the quality of the methodologies used in international studies and to identify the most pressing methodological issues that remain to be solved Since 1960 the United States has participated in 15 large scale cross national education surveys The most assessed subjects have been science and mathematics through reading comprehension geography nonverbal reasoning literature French English as a foreign language civic education history computers in education primary education and second language acquisition The papers prepared for this symposium and discussions of those papers make up the volume representing the most up to date and comprehensive assessment of methodological strengths and weaknesses of international comparative studies of student achievement These papers answer the following questions 1 What is the methodological quality of the most recent international surveys of student achievement How authoritative are the results 2 Has the methodological quality of international achievement studies improved over the past 40 years and 3 What are promising opportunities for future improvement     Equity in the Classroom Caroline V. Gipps, 2003-09-02 Concerned with pedagogy and the learning achievement of both girls and boys this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries all aimed at enhancing equity in schools and higher education institutions The book argues that pedagogy can not be isolated from the overarching gender education system What can be done it claims is that teachers can be provided with a range of pedagogic strategies which can be used to make education as it is experienced by students and reflected in their achievements more just     **Assessing Information Processing and Online Reasoning as a Prerequisite for Learning in Higher Education** Olga Zlatkin-Troitschanskaia, Patricia A. Alexander, James W. Pellegrino, 2022-10-06     *Equity in the Classroom* Patricia Murphy, C. V. Gipps, 1996 Concerned with pedagogy and the learning achievement of both girls and boys this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries all aimed at enhancing equity in schools and higher education institutions The book argues that pedagogy can not be isolated from the overarching gender education system What can be done it claims is that teachers can be provided with a range of pedagogic strategies which can be used to make education as it is experienced by students and reflected in their achievements more just     *Comparing science content in the National Assessment of Educational Progress (NEAP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 assessments technical report.* , 2006     *Classroom Assessment for Student Learning* Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video

segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

**Examining the Examinations** E.D. Britton,S. Raizen,2012-12-06 Examining the Examinations looks at the required advanced science and mathematics examinations taken by university bound students in seven countries This research focuses on topics covered types of questions used and performance expected from students The book concentrates on comparisons of the examinations illustrating their similarities and differences with selected questions taken from the actual examinations The international comparisons presented offer a window on educational laboratories in seven countries

**Choose the right A levels** Ray Le Tarouilly,2017-11-03 Selecting the right A levels is more important than ever in helping you shape your future path whether through securing a place at your ideal university or starting out on your chosen career But with such a huge variety of subject options and combinations on offer where do you begin and indeed what are the right choices In truth what s right is what s best for you and any decisions you make about your future should therefore be informed and personal to you to ensure you find the perfect match to suit your own individual interests skills and learning style Giving you all the knowledge you need at your fingertips to support you in making these important decisions Choose the Right A levels is your one stop source of practical information answering key questions such as What does the course outline look like and how is the subject assessed What key skills does the subject draw on and develop Which subjects are preferred or required for certain degree courses and careers What will I need at GCSE to study the subject and how does the subject compare to GCSE What subjects combine well together This comprehensive and impartial guide also features comparative data on national pass rates for each subject and insightful student case studies on what did and didn t work well for others Written by an expert Careers Adviser and laid out in a simple format for ease of use this accessible guide is your essential aid to navigating the wide range of subject options available and making the best choices for you and your future

**Computer Program Abstracts** ,1973 **Physics Briefs** ,1982 *Handbook on Measurement, Assessment, and Evaluation in Higher Education* Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

**OAR Cumulative Index of Research Results** ,1967 **Children's Reading Comprehension and Assessment** Scott G. Paris,Steven A. Stahl,2005-03-23 The volume identifies critical issues and cutting edge research in assessing children s reading comprehension **Energy Research Abstracts** ,1985 **A Selected Listing of NASA Scientific and Technical Reports for ...** United States. National Aeronautics and Space Administration.

Scientific and Technical Information Division,1966

*Characteristics of Base Year Ineligible Students* Steven J. Ingels,1996

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