Science 21 (2010)

Advice for teachers

Extended response task planner

Compiled by the Queensland Studies Authority

November 2010

About this advice

This advice is intended to help teachers implement the syllabus in their school setting. It provides information to help teachers plan and design a unit of work which includes an extended response task (ERT).

This planner is designed to be used by teachers before starting the unit of work. It is not a requirement of teachers to use this planner; rather it is an optional tool to assist in designing an effective assessment instrument.

For example, it may be used by:

- individual teachers in the development of their own units of work
- groups of teachers to collaboratively plan and develop units
- heads of department/coordinators to manage a common approach to developing units of work for this syllabus.

Other support documents that may be of further assistance are available to download from the Science21 page of the QSA website <http://www.qsa.qld.edu.au/11362.html>. They include:

- Tool for schools
- Developing effective assessment instruments
- SW planner
- EEI planner.

For further information about the conditions, requirements and standards to be used when devising an ERT, please refer to the Science 21 syllabus section 5.5.3.
Planning sheet — Extended response task

<table>
<thead>
<tr>
<th>Possible scientific question or issue</th>
<th>Possible sources of information and data (including primary and secondary data)</th>
<th>Format in which students complete the ERT</th>
</tr>
</thead>
</table>

Note: For teacher use only — NOT to be given out to students as part of the task sheet.

Opportunities for students to:

- explain, compare, interpret and apply scientific knowledge
  - analyse and synthesise information
  - generate and/or collect secondary (and/or primary) information

- examine and evaluate the validity and value of information
  - draw conclusions, express positions and evaluate issues and impacts
  - develop research outcomes with justifications

Learning experiences to be planned and incorporated into the unit of work

Skills students need in order to complete the task

Strategies for authentication