



Task Number	2	Task Name	"Simply the best" - Data Assignment
Course	Mathematics Standard	Faculty	Mathematics
Teacher	Prince, Broadley, Tyson	Head Teacher	Humphrys
Issue Date	Week 5	Due date	Hand in during class Week 8 - Thursday 19/6/25
Focus (Topic)	Data Analysis	Task Weighting	30%

Outcomes

MS11-2 A student represents information in symbolic, graphical and tabular form
MS11-7 A student develops and carries out simple statistical processes to answer questions posed
MS11-9 A student uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10 A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Task description

Students are to choose a profession and select three (3) people from that profession. *No two students can choose the same people, however they may choose the same profession. Students are to inform the class teacher of their selected people, at which point no other student may choose that person.*

Students will then complete the following:

1. Collect data on a minimum of three (3) aspects of the profession i.e. number of tackles, points scored, sales revenue, youtube views, income, etc. Display data in a minimum of 3 forms/graphs/charts etc
2. Calculate measures of central tendency and spread using the collected data.
3. Using your data, justify who is "Simply the Best" making use of statistical displays.

Students will be given support in specific Mathematics Standard lessons with the collection of data, calculation of central tendency, and presenting conclusions. The structure of these lessons may be similar to the following:

- Lesson 1: A sample student response will be marked by students and teacher and feedback provided. Allowing students to become familiar with the marking rubric.
- Lesson 2: Students will report to the teacher their chosen profession and three people from that profession to study. They may start investigating credible data sources.
- Lesson 3: Students will be guided on the use of Google Sheets to represent and organise information.
- Lesson 4: Students will be given time to organise their task and make conclusions.

Professions that students could pick from but are not limited to include; Sport, Social Media, Acting, Business CEO's, Technology developers, Video Game developers. Check the suitability of your selected profession with your classroom teacher.

Marking Guidelines

Attached is a marking rubric in which marks will be allocated. Total = 44

Name:

Outcome	0	1	2	3	4
MS11-2 A student represents information in symbolic, graphical and tabular form	No displays (tables, graphs, etc.) presented.	One type of display presented.	Two types of displays presented.	Three types of displays presented.	Three or more types of displays presented, each chosen appropriately for the data, demonstrating a varied and comprehensive approach.
	No displays (table, graph etc)	Displays are neat.	Displays are neat and contain some labels and titles.	Displays are neat and contain most labels and titles.	Displays are correct, neat and contain all labels and titles, with effective use of colour or design to enhance understanding. Displays are varied and appropriate for the data being presented.
MS11-7 A student develops and carries out simple statistical processes to answer questions posed	No data submitted	Less than 10 points of comparison used, insufficient for analysis.	10 to 19 data points submitted, providing some basis for analysis.	20 or more data points submitted, allowing for a thorough analysis.	Comprehensive data set with 30 or more points , showing significant effort in data collection.
	No attempt to calculate mean	Calculates mean incorrectly partially shown solution	Calculates mean correctly showing partial working for one data set.	Calculates mean correctly showing full working for two data sets	Calculates mean correctly showing full working for all data sets
	No attempt to calculate mode.	Calculates mode incorrectly or partially shown working..	Calculates mode correctly showing partial working for one data set.	Calculates mode correctly showing full working for two data sets or states why mode cannot be found.	Calculates mode correctly showing full working for all data sets or states clearly why mode cannot be found and how this relates to the data set.
	No attempt to calculate median.	Calculates median incorrectly or partially shown solution.	Calculates median correctly showing partial working for one data set.	Calculates median correctly showing full working for two data sets.	Calculates median correctly showing full working for all data sets.

MS11-9 A student uses appropriate technology to investigate, organise and interpret information in a range of contexts	No technology referred to or used.	Basic use of technology, but not effectively applied to the task or linked to task.	Technology used appropriately to collect and display data, but lacks depth in analysis and is not linked.	Technology used effectively to organise and interpret data, enhancing understanding. Technology is linked to task for easy reference.	Innovative and effective use of technology to thoroughly investigate and present data with clear insights. All technology used is linked to task and easy to reference.
	No referencing / bibliography	Basic attempt at bibliography, but lacks proper format or relevant sources.	Bibliography uses Harvard referencing technique but may include some irrelevant or non-credible sources. https://www.scribbr.co.uk/referencing/generator/harvard/	Bibliography is correctly formatted using Harvard referencing with a minimum of three credible sources. https://www.scribbr.co.uk/referencing/generator/harvard/	Comprehensive bibliography with all sources correctly formatted in Harvard style, including more than three credible and relevant sources. https://www.scribbr.co.uk/referencing/generator/harvard/
	Presentation is unclear and difficult to read.	Presentation is somewhat readable but lacks clarity and organisation.	Presentation is clear and easy to read, with basic organisation and layout.	Presentation is well-organised and easy to read, effectively highlighting key information.	Presentation is high quality, visually appealing, and expertly organised, enhancing understanding and engagement.
MS11-10 A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations	No justification provided.	Basic justification with minimal explanation of findings.	Justification of findings is satisfactory but lacks depth or clarity.	Justification is clear and logical, using relevant data to support conclusions.	Justification is extensive, well-reasoned, and thoroughly supports conclusions with clear connections to the data used.
	No mathematical terminology or calculations used.	Some mathematical terminology and/or calculations used, but may be incorrect or unclear.	Relevant mathematical terminology and calculations used, but may lack precision or completeness. Student has not referred to some parts of the “ <i>Key mathematical terms and phrases for working with data</i> ” attached to the assessment task.	All relevant mathematical terminology and calculations used accurately, enhancing the justification. Student has referred to some parts of the “ <i>Key mathematical terms and phrases for working with data</i> ” attached to the assessment task.	All terminology and calculations are used correctly and effectively, demonstrating a deep understanding of the concepts involved. Student has referred to and used extensively “ <i>Key mathematical terms and phrases for working with data</i> ” attached to the assessment task.

Teacher Comment: