 Assessment task: Fashion rules!

Driving Question: How far would you go for fashion?

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Assessment type: Project Based Learning Task

Stage 6

Due Date: The project will form a part of the learning process. That is, the task will operate as assessment as learning. The project will be due at the end of the unit of work.

Outcomes

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

Learning across the curriculum

Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia's engagement with Asia Asia and Australia's engagement with Asia

Sustainability Sustainability

General capabilities

Critical and creative thinking Critical and creative thinking

Ethical understanding Ethical understanding

Information and communication technology capability Information and communication technology capability

Intercultural understanding Intercultural understanding

Literacy Literacy

Numeracy Numeracy

Personal and social capability Personal and socail capability

Other areas of learning

Civics and citizenship Civics and citizenship

Difference and diversity Difference and diversity

Work and enterprise Work and enterprise

Task

What is fashion and what is fashionable? Brand names, designer clothes, fashion magazines, who is wearing what! Skinny jeans, boot leg, hipster, the list goes on, but who can keep up? Is fashion about conformity, is it about pushing the boundaries, is it about expressing your identity or is it about meeting a need?

Would you wear a fedora or a faja, or would you ever go out in your favourite old tracksuit? Will you refuse to wear a fur coat, but still wear leather shoes? Do you really care how much people in Bangladesh are paid if you find a good deal on a shirt you just love?

What are the attitudes of teenagers towards fashion and how far would they go for fashion?

Essential Questions:

* How important are brand names and designer clothes to teenagers?
* What influence does the fashion industry have on teenagers?
* How important is it to a teenager to be fashionable?
* What are the financial implications of being fashionable?
* What influences teenage fashion?
* Are ethical issues, such as child labour, low wages, health and safety risks, or environmental degradation, important considerations for teenagers when making decisions about fashion?
* Are the issues of animal cruelty or the consumption of animal based products important considerations for teenagers when making decisions about fashion?
* If you have another essential question, which you deem to be appropriate, it can be presented for consideration.

Students will:

* Design an investigation, using one or more of the essential questions, which is aimed at examining people’s attitudes to fashion.
* Create a report which aims to answer the driving question.
* Share the results of the investigation in a multimedia presentation.

Students will know:

* How to collect data
* How to classify types of data
* How to calculate measures of central tendency
* How to produce a five figure summary
* How to organise and display data

Students will be able to:

* Interpret and display data
* Describe the distinguishing features of a population and sample
* Summarise and interpret grouped and ungrouped data through appropriate graphs and summary statistics
* Describe, compare and interpret the distributions of graphical displays and/or numerical datasets and report findings in a systematic and concise manner

Major Individual Projects

There are three components of the project: a report, a multimedia presentation and a log book. All three components are due on the same day.

* Project report

Students will write a report which includes a detailed analysis of the results of the investigation and which responds to their focus area in the context of the driving question. The report will summarise the findings of the investigation and will contain an introduction, supporting information and a conclusion. Students will include visual references, such as graphs and pictures, to support the information in their report. A conclusion will be included, in which students present the conclusions they have drawn in reference to the driving question.

* Multimedia presentation

Students will create a multimedia presentation which presents the results of the investigation in an interesting and informative manner and is suitable for a public audience. Students will use the multimedia presentation at the public exhibition.

* Reflection/log book

Students will submit a log book as a record of the processes used to design, create and share. The log book will:

* + include information about the investigation
  + include information about the methods used to collect data
  + be reflective of the processes used during the collection and analysis of data
  + reflect adjustments made to the investigation as student progresses through unit topic
  + include evidence of feedback collected during the investigation and drafting of the final report
  + be used as evidence that the project was the student’s own work

Marking guidelines/rubrics

There are four rubrics: which will be used to assess the project.

* Investigation rubric (maximum 18 marks)
* Log Book rubric (maximum 24 marks)
* Report rubric (maximum 36 marks)
* Presentation rubric (maximum 18 marks)

The project will be given a final mark out of a maximum of 96 marks.

Investigation Rubric

| Criteria | Not Evident  0 | Developing  1-2 | Proficient  3-4 | Advanced  5-6 | Mark |
| --- | --- | --- | --- | --- | --- |
| Variety of data collection | No evidence of data collection | One method of data collection is used.  Data collection is restricted to collecting only quantitative or qualitative data. | One to two data methods are used to collect both quantitative and qualitative data. | A variety of data methods are used to collect both quantitative and qualitative data. |  |
| Quality of Research | No evidence of research | Some information relevant to driving question.  Surface research. | Most information relevant to driving question.  Research of sufficient depth. | All information relevant to driving question.  Research in-depth beyond the obvious, revealing new insights gained. |  |
| Analysis | Does not include an analysis statement | Provides an unclear and inaccurate analysis of the data. | Provides an analysis of the data. | Provides an accurate and insightful analysis of the data. |  |

Log Book Rubric

| Criteria | Not Evident  0 | Developing  1-2 | Proficient  3-4 | Advanced  5-6 | Mark |
| --- | --- | --- | --- | --- | --- |
| Plan | No evidence of exploring ideas | Selects one idea without evaluating the quality of ideas.  Does not ask new questions or elaborate on the selected idea. | Evaluates ideas, but not thoroughly before selecting one.  Asks a few new questions but may make only minor changes to the selected idea.  Shows some imagination when shaping ideas into an investigation, but may stay within conventional boundaries. | Carefully evaluates the quality of ideas and selects the best one to shape into an investigation.  Asks new questions, takes different perspectives to improve on the selected idea.  Uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into an investigation. |  |
| Detailed | No log book presented | Includes random references to various stages of the project. | Includes regular references to various stages of the project. | Includes comprehensive references to all stages of the project. |  |
| Reflective | No log book presented | Shows little or no attempt to reflect on effectiveness of data collection methods, or results of data collection in relation to the investigation. | Attempts to reflect on effectiveness of data collection methods, or results of data collection in relation to the investigation. | Reflects on effectiveness of data collection methods, or results of data collection in relation to the investigation. |  |
| Use of Feedback | No log book presented | Did not consider or use feedback and critique to revise product. | Considered and may have used some feedback and critique to revise a product, but did not seek it out. | Sought out and used feedback and critique to revise product to better meet the needs of the intended audience. |  |

Report Rubric

| Criteria | Not Evident  0 | Developing  1-2 | Proficient  3-4 | Advanced  5-6 | Mark |
| --- | --- | --- | --- | --- | --- |
| Identifies sources of information | Did not use any source of information | Used only typical sources of information (website, book, article) | Found one or two sources of information that are not typical. | In addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organisation, literature). |  |
| Analysis of data | Does not include an analysis statement | Provides an unclear and inaccurate analysis of the data | Provides an analysis of the data | Provides an accurate and insightful analysis of the data |  |
| Presentation of data | Data is not included. | Represents little data and presents data in a manner that makes trends and findings unclear. | Represents some data appropriately and accurately so that trends and findings are clear. | Represents all data appropriately and accurately so that trends and findings are clear. |  |
| Grammar and mechanics | Incorrect word choice.  Many spelling, punctuation and capitalisation errors or errors in agreement, pronouns or tense.  Poor sentence structure. | Correct word choice.  Many spelling, punctuation and capitalisation errors or errors in agreement, pronouns or tense. | Correct word choice.  Some spelling, punctuation and capitalisation errors or errors in agreement, pronouns or tense. | Effective word choice.  Few spelling, punctuation and capitalisation errors or errors in agreement, pronouns or tense. |  |
| Conclusion | A conclusion to summarise the investigation is not provided. | A conclusion is provided which includes some of the following:   * The driving question * The hypothesis * The results * What was learned | A conclusion is provided which includes most of the following:   * The driving question * The hypothesis * The results * What was learned | A conclusion is provided which includes all of the following:   * The driving question * The hypothesis * The results * What was learned |  |
| Works cited/ Bibliography | No sources cited in report. | Some sources properly cited in report. | Most sources properly cited in report. | All sources properly cited in report. |  |

Presentation Rubric

| Criteria | Not Evident  0 | Developing  1-2 | Proficient  3-4 | Advanced  5-6 | Mark |
| --- | --- | --- | --- | --- | --- |
| Interesting | No presentation | Attempted to make presentation interesting. | Added some interesting touches to presentation media. | Created visually exciting presentation media. |  |
| Creative | No presentation | Presented ideas and product in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features). | Attempted to include elements in presentation that make it more lively and engaging. | Included elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience. |  |
| Answers the driving question | Has not addressed the driving question. | Attempted to answer the driving question.  Made little or no reference to research or evidence collected. | Answered the driving question.  Made some reference to research and evidence collected. | Answered the driving question.  Used evidence and research to support the answer given to the driving question. |  |

Fashion PBL Guidelines

The following guidelines outline the steps the students will need to follow so they can successfully complete the project. It is suggested that a timeline also be provided to students, based on the timetable, so that students have a clear understanding of when their project should be completed.

Step 1

The first step requires you to decide which of the essential questions you will focus on to answer the driving question. Take some time to decide which pathway to follow, using some preliminary research and reflecting on your own personal views, before deciding.

Step 2

Deeper research is now needed. Use the essential question to form at least five questions which will guide the research you conduct online. These questions can be used in a ‘Google’ search. The online research should help you develop a better understanding of the types of information you wish to obtain through data collection.

Step 3

Data collection should now be your focus. You will need to think about the different methods you might use to collect data and the different types of data you may need to collect. You will also need to consider the amount of data which needs to be collected. This step may need to be revisited, either because the data you collect may not meet your needs or because your needs may change as your understanding of the topic evolves.

Step 4

Data collation and analysis. Once the data is collected it needs to be collated and analysed. During this process you are looking for trends and for answers to the questions you have selected and, ultimately, to the driving question.

Step 5

The critical component of the project is the report. It’s time to write your report. In your report you will need to communicate your ideas clearly. It needs to reflect the results of your research and your data collection. The report needs to reflect a strong link between your research and your data collection. Importantly, you need to communicate your thoughts and your analysis of the data and you need to use this analysis to draw conclusions which directly address the driving question. You can also include in your report any recommendations you would like to make as a result of your investigation.

Step 6

Share your thoughts in a multimedia presentation. There are a variety of digital platforms you can use to share the information you have collected, including Microsoft PowerPoint, Adobe Spark, Adobe Captivate, Prezzi and Microsoft Sway. Be careful! The aim of your presentation is to communicate your position on the driving question in a format easily consumed by a public audience. You need to select which elements of your data will be used in the presentation. The data needs to be presented in graphs which are easily understood. Your analysis, conclusions and any recommendations you have need to be included without overloading the presentation with lots of writing. Ultimately, the presentation represents a summary, or a snapshot, of the report you wrote.

Note: The rubrics need to be referred to throughout the process. They will help guide you.

Resources

* Computers for writing and revising work
* Access to textbooks or online research
* Access to digital software which can be used to create a multimedia presentation
* Magazines (hardcopies are available at the local library, or use online copies)
* Access to social media
* Graphing software (Microsoft Excel, Create a Graph, etc.)

Public Audience

A public audience provides authenticity to the task and is a critical element. Representatives of the fashion industry, fashion journalists, marketing analysts, and fashion consultants may be invited to provide feedback to students.

Parents, teacher and industry representatives may be invited to attend an exhibition at which students showcase their media presentation and make their report available.