

DEGREE: MSc Data Analytics

Module: Predictive Analytics and Machine Learning using Python

Assignment Title: Unveiling Mushroom Mysteries: A Python-Powered Machine Learning Journey

Assignment Type: Set exercise

Word Limit: 2000-3000 words (+/- 250)

Weighting: 50%

Issue Date: 21/11/2024

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Plagiarism:

When submitting work for assessment, students should be aware of the InterActive/Canvas guidance and regulations in concerning plagiarism. All submissions should be your own, original work.

You must submit an electronic copy of your work. Your submission will be electronically checked.

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Student signature:	Date:

Harvard Referencing:

The Harvard Referencing System must be used. The Wikipedia, UKEssays.com or similar websites must **not** be used or referenced in your work.

Introduction

This assignment is designed to reinforce the unit's objectives of introducing learners to predictive analytics, machine learning, and artificial intelligence principles. By providing practical exercises and real-world applications, it aims to cultivate students' ability to leverage these techniques to address complex business or social challenges using Python as a tool.

Learning Outcomes:

LO1. Demonstrate the understanding of basic concepts of dealing with different types of data – ordinal, categorical, encoding along with collecting, storing and making it ready for processing.

LO2. Explain the various components of predictive analytics, with the models for regression, classification and clustering to analyse real-life business problems.

LO3. Implement various models and work on a project life cycle from end to end to solve an analytical problem which translates into a business problem solution using machine learning and artificial intelligence.

Assessment Criteria: Weighting 50%

2000-3000 words

Section 1: Decision Tree and Information Gain Calculations (Hypothetical Mushroom Database)

In this hypothetical database, each species of mushroom is described by four attributes. The attributes of the data and their corresponding possible values are as follows in the Table 1.

Table 1 showing the details of the attributes and values in case of Mushroom data

Attr. #	Attributes	Possible values
1	Cap-Shape	b (=bell), c (=conical), f (=flat)
2	Cap-Color	g (=gray), y (=yellow), w (=white), r (=red)
3	Odor	a (=almond), p (=pungent), n (=none), s (=spice)
4	Habitat	l (=leaves), u (=urban), m (=meadows)

Each mushroom species is classified as either edible or poisonous. The Table 2 below shows the training samples from the database.

Table 2 Training samples from the database

Sample #	Cap-Shape	Cap-Color	Odor	Habitat	Class
1	c	w	p	m	Edible
2	f	y	n	u	Edible
3	f	y	p	u	Edible
4	c	w	a	u	Edible
5	c	w	a	l	Edible
6	c	y	n	l	Poisonous
7	f	g	p	m	Poisonous
8	b	r	n	l	Poisonous
9	b	y	p	m	Poisonous
10	c	y	s	m	Poisonous

Q1. What is the entropy of the data with respect to the classification (edible vs. poisonous mushrooms)? **(LO1)**

Q2. What is the information gain of Cap-Color relative to these training examples? Show the steps in your calculation. **(LO2)**

Q3. If Cap-Color is the first attribute selected for building a decision tree, what will be the next attribute selected? Is this answer unique, or could another attribute be selected instead? Justify your answer. **(LO2)**

Q4. Suppose we randomly predict 'edible' with probability p_1 and predict poisonous with probability p_2 , where p_1 and p_2 are the proportions edible and poisonous mushrooms in the data. What is the expected misclassification rate? **(LO2)**

Section 2: Python Code: Exploratory Data Analysis and Classification Algorithms on Mushroom Dataset

Q5. Python implementation is required to Perform Exploratory Data Analysis (EDA) on the Mushrooms dataset, which consists of data observations and features. Your EDA should include summary statistics, distribution analysis, and visualizations of relationships between variables. You need to work on the provided dataset: <https://github.com/usmanakhtar/Mushrooms-dataset> **(LO2, LO3)**

Q6. Apply the following machine learning algorithms to predict whether a mushroom is edible or poisonous. For each algorithm, report accuracy, precision, recall, and F1-score: **(LO2, LO3)**

- Gaussian Naive Bayes
- Random Forest
- Decision Tree
- Logistic Regression
- Support Vector Classification (SVC)
- K-Nearest Neighbors (KNN)
- XGBoost

Q7. Based on the performance metrics from **Q6**, determine which algorithm provides the best model for predicting whether a mushroom is edible or poisonous. Justify your choice by comparing accuracy, precision, recall, and F1-score across models. **(LO2, LO3)**

Deliverables:

- For Section 2, you must submit a Jupyter Notebook or Python script that clearly documents your code.
- Please adhere to the BSBI template for formatting your entire assignment.
- Ensure that all sources are cited using the Harvard Referencing System.
- Please upload your submission as a single file (PDF or Doc) on the BSBI portal.

GRADING DESCRIPTORS: LEVEL 7

EXPERIMENTATION & INNOVATION								
	FAIL			PASS				
Threshold Criteria	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Deals with complex issues both systematically and creatively demonstrating self-direction and originality in tackling and solving problems	Little to no ability to use techniques to deal with complex issues systematically (including those of ethics and sustainability) and creatively to solve problems and/or make decisions.	Low utilisation of established techniques to deal with complex issues systematically (including those of ethics and sustainability) and creatively to solve problems and/or make decisions, but with limitations in techniques or approach.	Limited research or advanced scholarship to their area of study by using a range of information and established and advanced techniques	Competent understanding of solving problems, through own research or advanced scholarship displaying a comprehensive understanding of established and advanced techniques	Good understanding of solving problems through own research and advanced scholarship critically selecting and displaying a comprehensive understanding of established and advanced techniques.	Very Good problem-solving skills displaying a comprehensive understanding of techniques applicable to their own research or advanced scholarship	Excellent range of extremely well-developed problem-solving displaying an understanding of techniques applicable to their own research or advanced scholarship beyond which is taught.	Exceptional problem-solving skills with sophisticated evaluation and application of a wide range of advanced information and techniques to undertake projects.
Comprehensive understanding of techniques applicable to their own research or advanced scholarship	Little to no understanding of techniques applicable to their own research or advanced scholarship or their limitations and ambiguities.	Low understanding of techniques applicable to their own research or advanced scholarship including their limitations and ambiguities.	Limited understanding of key techniques applicable to their own research or advanced scholarship including their limitations and ambiguities.	Competent understanding of techniques applicable to their own research or advanced scholarship including their limitations and ambiguities	Good understanding of techniques applicable to their own research or advanced scholarship and a some understanding of more specialised techniques.	Very good understanding of techniques applicable to their own research or advanced scholarship and a some understanding of more specialised techniques.	Excellent understanding of techniques applicable to their own research or advanced scholarship and mastery of some more specialised areas.	Exceptional understanding of techniques applicable to their own research or advanced scholarship and mastery of some more specialised areas.

GRADING DESCRIPTORS: LEVEL 7

RESEARCH & ANALYSIS								
	FAIL			PASS				
Threshold Criteria	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice	Little to no knowledge of the subject with limited breadth or depth or deficiencies in major areas or currency.	Low knowledge of the subject lacking coherence, breadth, or detail with only some reference to ideas or arguments at the forefront of any part of the subject.	Limited knowledge to deal with terminology, facts and concepts some of which is informed by the forefront of defined areas of the subject.	Competent knowledge of ideas or arguments at the forefront of any part of the subject sufficient to deal with current issues in the discipline, generally more descriptive than critical or analytical.	Good knowledge of ideas or arguments at the forefront of any part of the subject showing a clear, critical insight into the discipline as whole and current issues/problems.	Very good knowledge of ideas or arguments at the forefront of the subject some of which are significantly beyond what has been taught and show a critical insight into the discipline and current issues/problems.	Excellent knowledge of ideas or arguments at the forefront of the subject many of which are significantly beyond what has been taught and show a critical insight into the discipline and current issues/problems.	Exceptional knowledge of ideas or arguments at the forefront of the subject most of which are significantly beyond what has been taught and show a critical insight into the discipline and current issues/problems.
Conceptual understanding that enables the student to display originality in the application of knowledge	Little to no conceptual understanding or argument and a focus on descriptive explanations which do not comment on arguments of others or alternative views.	Low conceptual understanding and arguments are weak or poorly constructed, and the work does not critically evaluate the arguments of others or consider alternative views.	Limited conceptual understanding and argument construction with critical evaluation of alternative views or comment on advanced scholarship.	Competent conceptual understanding and argument construction with critical evaluation of a range of views and consistent engagement with advanced scholarship.	Good conceptual understanding which critically evaluate and synthesise other views and information with a thoughtful interpretation of advanced scholarship.	Very good conceptual understanding which systematically synthesises a wide range of views with a critical insight into advanced scholarship.	Excellent conceptual understanding which critically apply a wide range of views through a perceptive use of advanced scholarship.	Exceptional conceptual understanding of publishable quality with systematic engagement and usage of advanced scholarship.

GRADING DESCRIPTORS: LEVEL 7

ENGAGING WITH PRACTICE								
	FAIL			PASS				
Threshold Criteria	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline	Little to no evidence of background investigation, analysis, research, enquiry, ethical awareness, and/or study.	Low evidence of background investigation, analysis, research, enquiry, ethical awareness, and/or study.	Limited background investigation, analysis, research, enquiry, ethical awareness, and/or study using established techniques, with the ability to extract relevant points.	Competent investigation, analysis, research, enquiry, ethical awareness, and/or study using established techniques accurately, and can critically appraise and use academic sources.	Good background investigation, analysis, research, enquiry, ethical awareness, and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources.	Very good, independent, extensive and appropriate investigation, analysis, research, enquiry, ethical awareness, and/or study beyond the usual range, and critically evaluates this to advance the work and/or direct arguments.	Excellent independent, extensive and appropriate investigation, analysis, research, enquiry, ethical awareness, and/or study well beyond the usual range, and critically evaluates this to advance the work and/or direct arguments.	Exceptional investigation, analysis, research, enquiry, ethical awareness, and/or study which demonstrates carefully considered depth and breadth and critically synthesises this to advance the work and/or direct arguments.
Originality in the application of knowledge	Little to no technical, creative or artistic skills related to their area of study.	Low technical, creative or artistic skills related to their area of study.	Limited technical, creative or artistic skills required for area of study.	Competent technical, creative or artistic skills required for area of study.	Good technical, creative or artistic skills required for area of study.	Very good range of technical, creative or artistic skills.	Excellent range of technical, creative or artistic skills	Exceptional range of technical, creative or artistic skills
Independently advance your own knowledge and understanding, and to develop new skills to a high level.	Little to no contribution to group activity and/or undertaking further training at a high/advanced level.	Low contribution to group activity and/or undertaking further training at a high/advanced level.	Limited contribution to group activity and/or undertaking further training at a high/advanced level.	Competent contribution to group activity and/or independently undertakes further training at a high/advanced level.	Good contribution to group activity and/or independently undertakes further training at a high/advanced level with an understanding of team roles	Very good contribution to group activity and/or independently undertakes further training at a high/advanced level with an understanding of team roles	Excellent contribution to group activity and/or independently undertakes further training at a high/advanced level with teamwork and leadership	Exceptional contribution to group activity and/or independently undertakes further training at a high/advanced level with teamwork and strong leadership.

GRADING DESCRIPTORS: LEVEL 7

REALISATION & COMMUNICATION								
	FAIL			PASS				
Threshold Criteria	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	Little to no clarity in the communication of ideas, problems and solutions to audiences.	Low clarity in the communication of ideas, problems and solutions to audiences.	Limited clarity in the communication of ideas, problems and solutions to audiences.	Competent communication of ideas, problems and solutions to audiences.	Good, confident and clear communication of ideas, problems and solutions to audiences in a range of means / media.	Very good, confident and clear communication of ideas, problems and solutions to audiences in a range of means / media.	Excellent communication of ideas, problems and solutions to audiences in a range of means / media.	Exceptional communication of ideas, problems and solutions to audiences in a range of means / media.

GRADING DESCRIPTORS: LEVEL 7

PERSONAL & PROFESSIONAL CONNECTIVITY								
	FAIL			PASS				
Threshold Criteria	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Independently advance your own knowledge and understanding, and develop new skills to a high level.	Little to no contribution to group activity and/or undertaking further training at a high/advanced level.	Low contribution to group activity and/or undertaking further training at a high/advanced level.	Limited contribution to group activity and/or undertaking further training at a high/advanced level.	Competent contribution to group activity and/or independently undertakes further training at a high/advanced level.	Good contribution to group activity and/or independently undertakes further training at a high/advanced level with an understanding of team roles	Very good contribution to group activity and/or independently undertakes further training at a high/advanced level with an understanding of team roles	Excellent contribution to group activity and/or independently undertakes further training at a high/advanced level with teamwork and leadership	Exceptional contribution to group activity and/or independently undertakes further training at a high/advanced level with teamwork and strong leadership.
Qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative, ethical and personal responsibility (b) decision-making in complex and unpredictable contexts	Little to no ability to manage learning and/or exercise initiative, ethical and personal responsibility and/or decision-making in complex and unpredictable situations	Low ability to manage learning and/or exercise initiative, ethical and personal responsibility and/or decision-making in complex and unpredictable situations	Limited ability to manage learning and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations	Competent ability to manage learning, and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations	Good ability to systematically manage learning, and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations	Very good ability to systematically manage learning, and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations.	Excellent ability to manage learning on own initiative, and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations	Exceptional ability to manage learning on own initiative, and exercise initiative, ethical and personal responsibility, and decision-making in complex and unpredictable situations
	Little to no use of appropriate terminology, limited vocabulary and many errors in spelling, grammar and syntax.	Low use of appropriate terminology, with many errors in spelling, vocabulary and syntax.	Limited expression, style and appropriate vocabulary with errors in spelling, grammar and syntax which affect understanding.	Competent expression, style, and appropriate vocabulary with some errors in spelling, grammar and syntax which do not affect understanding.	Good expression, style and appropriate vocabulary with some errors in spelling, grammar and syntax.	Very good expression, style and appropriate vocabulary with minimal errors in spelling, grammar and syntax.	Excellent expression, style and appropriate vocabulary with minimal errors in spelling, grammar and syntax.	Exceptional expression, style and appropriate vocabulary with no errors in spelling, grammar and syntax.
	Little to no evidence of basic numeracy or digital literacy, hardware and software skills	Low evidence of basic numeracy or digital literacy, hardware and software skills competency.	Limited evidence of numeracy or digital literacy, hardware and software skills competency.	Adequate evidence of numeracy or digital literacy, hardware and software skills competency.	Good evidence of numeracy or digital literacy, hardware and software skills competency.	Very good evidence of numeracy or digital literacy, hardware and software skills	Excellent evidence of numeracy or digital literacy, hardware and software skills competency.	Exceptional evidence of numeracy or digital literacy, hardware and software skills competency.

	competency.					competency.		
	Does not demonstrate achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB).			The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.				
	Inaccurate use of terminology with limited vocabulary and many errors in spelling, grammar and syntax. Inaccurate terminology, with many errors in spelling, vocabulary and syntax.			The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.				