



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর  
বাংলাদেশ, ঢাকা  
[www.dshe.gov.bd](http://www.dshe.gov.bd)



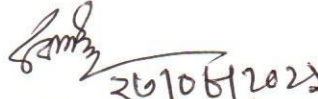
স্মারক নং- ৩৭.০২.০০০০.১০৬.২৭(অংশ-২).০০১.২০- ৯৬৭

তারিখ: ১৬/০৮/২০২১ খ্রি.

**বিষয়: ২০২১ সালের এস.এস.সি পরীক্ষায় অংশগ্রহণকারী শিক্ষার্থীদের জন্য অ্যাসাইনমেন্ট (ইংরেজী ভার্সন- ষষ্ঠ সপ্তাহ) বিতরণ।**

উপর্যুক্ত বিষয়ের প্রেক্ষিতে জানানো যাচ্ছে যে, কোভিড-১৯ অতিমারির কারণে শিক্ষা মন্ত্রণালয়ের নির্দেশনায় জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (এনসিটিবি) কর্তৃক প্রণয়নকৃত ২০২১ সালের এস.এস.সি পরীক্ষায় অংশগ্রহণকারী শিক্ষার্থীদের জন্য পুনর্বিন্যাসকৃত পাঠ্যসূচির আলোকে নির্ধারিত গ্রিড অনুযায়ী **অ্যাসাইনমেন্ট (ইংরেজী ভার্সন- ষষ্ঠ সপ্তাহ)** বিতরণ করা হলো। বিতরণকৃত অ্যাসাইনমেন্ট সকল শিক্ষার্থীদের প্রদান ও গ্রহণের ক্ষেত্রে স্বাস্থ্যবিধি সংক্রান্ত বিধি-নিষেধ যথাযথভাবে অনুসরণপূর্বক প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য সংশ্লিষ্ট সকলকে নির্দেশক্রমে অনুরোধ করা হলো।

**সংযুক্ত: অ্যাসাইনমেন্ট (ইংরেজী ভার্সন- ষষ্ঠ সপ্তাহ)।**

  
২৬/০৮/২০২১  
**(প্রফেসর মোহাম্মদ বেলাল হোসাইন)**  
পরিচালক (মাধ্যমিক)  
ফোন: ০২-৪১০৫০২৮৫

**বিতরণ:**

- ১। উপপরিচালক (সকল), মাধ্যমিক ও উচ্চ শিক্ষা, সকল অঞ্চল
- ২। জেলা শিক্ষা অফিসার, সকল জেলা
- ৩। উপজেলা/থানা মাধ্যমিক শিক্ষা অফিসার, সকল উপজেলা/থানা
- ৪। অধ্যক্ষ/প্রধান শিক্ষক.....

**অনুলিপি ও সদয় জ্ঞাতার্থে (জ্যেষ্ঠতার ক্রমানুসারে নয়):**

১. সচিব, শিক্ষা মন্ত্রণালয়, মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ, বাংলাদেশ সচিবালয়, ঢাকা
২. চেয়ারম্যান, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা
৩. চেয়ারম্যান, মাধ্যমিক ও উচ্চ মাধ্যমিক শিক্ষা বোর্ড, সকল
৪. জেলা প্রশাসক, সকল জেলা
৫. সিনিয়র সিস্টেম এনালিস্ট, ইএমআইএস সেল, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, বাংলাদেশ, ঢাকা  
[অ্যাসাইনমেন্টটি মাউশি অধিদপ্তরের ওয়েবসাইটে প্রকাশের অনুরোধসহ]
৬. উপজেলা নির্বাহী অফিসার, সকল উপজেলা
৭. পিএ টু মহাপরিচালক, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, বাংলাদেশ, ঢাকা
৮. সংরক্ষণ নথি

# **Assignment for SSC Examinees, 2021**

Subject: Geography & Environment

Subject Code: 110

# Assignment for SSC Examinees, 2021

**Subject: Geography & Environment**

**Subject Code: 110**

**Level: SSC**

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																														
<b>04</b>  <b>Chapter Six</b>  Hydrosphere	Write an essay on the topography of the ocean floor and marine resources along with the concept of the hydrosphere	Students will be able to  - explain the concept of the hydrosphere;  - describe oceans, seas and bays;  - describe the topography of the ocean floor and marine resources.	Students would -explain the concepts of the hydrosphere, oceans, seas and bays;  -identify and explain the topography of the ocean floor;  -explain the marine resources of the Bay of Bengal.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">Indicator</th> <th colspan="4" style="text-align: center;">Rating Scale</th> <th rowspan="2" style="width: 10%;">Score</th> </tr> <tr> <th style="width: 15%;">4</th> <th style="width: 15%;">3</th> <th style="width: 15%;">2</th> <th style="width: 15%;">1</th> </tr> </thead> <tbody> <tr> <td>a ) Description of hydrosphere, oceans, seas and bays</td> <td>Appropriately written the concepts of hydrosphere, oceans, seas and bays, including maps and tables.</td> <td>Mostly written the concepts of hydrosphere, oceans, seas and bays, including maps and tables.</td> <td>Described the concepts of hydrosphere, oceans, seas and bays with tables but did not use maps.</td> <td>Described the concepts of the hydrosphere, oceans, seas and bays with maps but did not use tables.</td> <td></td> </tr> <tr> <td>b ) Identification of the topography of the ocean floor with a figure and description of the topography of the ocean floor</td> <td>Appropriately identified and described the concepts of the topography of the ocean floor with a figure.</td> <td>Described the characteristics of the topography of the ocean floor without identification with a figure.</td> <td>Partially described the characteristics of the topography of the ocean floor without identification with a figure.</td> <td>Only the topography of the ocean floor is identified with a figure.</td> <td></td> </tr> <tr> <td>c ) Description of the marine resources including the marine resources of the Bay of Bengal</td> <td>Appropriately described the marine resources including the marine resources of the Bay of Bengal.</td> <td>Mostly described the marine resources including the marine resources of the Bay of Bengal.</td> <td>Only described the marine resources.</td> <td>Only described the marine resources of the Bay of Bengal.</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>Total-</b></td> <td></td> </tr> <tr> <td colspan="6" style="text-align: center;"><b>Total marks for this assignment: 12</b></td> </tr> <tr> <td colspan="6" style="text-align: center;">Appropriately- 80-100%, Mostly- 60-79%, Partially- 40-59%</td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a ) Description of hydrosphere, oceans, seas and bays	Appropriately written the concepts of hydrosphere, oceans, seas and bays, including maps and tables.	Mostly written the concepts of hydrosphere, oceans, seas and bays, including maps and tables.	Described the concepts of hydrosphere, oceans, seas and bays with tables but did not use maps.	Described the concepts of the hydrosphere, oceans, seas and bays with maps but did not use tables.		b ) Identification of the topography of the ocean floor with a figure and description of the topography of the ocean floor	Appropriately identified and described the concepts of the topography of the ocean floor with a figure.	Described the characteristics of the topography of the ocean floor without identification with a figure.	Partially described the characteristics of the topography of the ocean floor without identification with a figure.	Only the topography of the ocean floor is identified with a figure.		c ) Description of the marine resources including the marine resources of the Bay of Bengal	Appropriately described the marine resources including the marine resources of the Bay of Bengal.	Mostly described the marine resources including the marine resources of the Bay of Bengal.	Only described the marine resources.	Only described the marine resources of the Bay of Bengal.		<b>Total-</b>						<b>Total marks for this assignment: 12</b>						Appropriately- 80-100%, Mostly- 60-79%, Partially- 40-59%						
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Marks Obtained	Comments
13-16	Excellent
11-12	Very Good
08-10	Good
0-07	Needs improvement

## **Assignments for SSC Examinees, 2021**

Subject: Chemistry

Subject Code: 137



# Assignment for SSC Examinees, 2021

Subject: Chemistry

Subject Code: 137

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																								
<p><b>04</b></p> <p><b>Chapter Three:</b></p> <p>Structure of Matter</p> <p>and</p> <p><b>Chapter Five:</b></p> <p>Chemical Bond</p>	<p><b>Valencies of atoms by analyzing different compounds, variable valencies and latent valencies and use of radioactive isotopes of the elements present in the compounds</b></p> <p>Prepare a report on valencies , variable valencies and latent valencies of following atoms by analyzing the compounds considering the valency of hydrogen atom as 1(one) and use of radioactive isotopes of the elements present in the compounds.</p> <p>H<sub>2</sub>O, CO<sub>2</sub> , CCl<sub>4</sub>, PCl<sub>5</sub>,</p> <p>PCl<sub>3</sub>, PI<sub>5</sub>, SO<sub>2</sub>, SO<sub>3</sub></p>	<p>Students' will be .....</p> <ul style="list-style-type: none"> <li>● Able to explain the use of isotopes</li> <li>●Able to explain the concept of valence electrons</li> </ul>	<ul style="list-style-type: none"> <li>●Has to find out the valencies of atoms in 8 (eight) compounds</li> <li>●Has to find out the variable valencies and latent valencies of the atoms</li> <li>● Has to consider the large valency as the highest valency of an element for calculating variable valency</li> <li>● Has to write the use of radioactive isotopes</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">Indicator</th> <th colspan="4" style="text-align: center;">Rating Scale</th> <th rowspan="2" style="width: 10%;">Score</th> </tr> <tr> <th style="width: 15%;">4</th> <th style="width: 15%;">3</th> <th style="width: 15%;">2</th> <th style="width: 15%;">1</th> </tr> </thead> <tbody> <tr> <td>a) Valency of atom</td> <td>Has explained the valency of an element in 7-8 compounds perfectly</td> <td>Has explained the valency of an element in 5-6 compounds perfectly</td> <td>Has explained the valency of an element in 3-4 compounds perfectly</td> <td>Has explained the valency of an element in 1-2 compounds perfectly</td> <td></td> </tr> <tr> <td>b) Variable valency and latent valency</td> <td>Has explained the variable valency and latent valency perfectly by identifying the element</td> <td>Has explained the variable valency perfectly by identifying the element</td> <td>Has explained the variable valency and latent valency perfectly</td> <td>Has explained the variable valency perfectly</td> <td></td> </tr> <tr> <td>c) Use of radioactive isotopes</td> <td>Has written the use of isotopes appropriately by identifying the radioactive isotopes</td> <td>Has written the use of 3(three) radioactive isotopes appropriately</td> <td>Has written the use of 2(two) radioactive isotopes appropriately</td> <td>Has written the use of 1(one) radioactive isotope appropriately</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>Total-</b></td> <td></td> </tr> <tr> <td colspan="6" style="text-align: center;"><b>Total marks for this assignment: 12</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a) Valency of atom	Has explained the valency of an element in 7-8 compounds perfectly	Has explained the valency of an element in 5-6 compounds perfectly	Has explained the valency of an element in 3-4 compounds perfectly	Has explained the valency of an element in 1-2 compounds perfectly		b) Variable valency and latent valency	Has explained the variable valency and latent valency perfectly by identifying the element	Has explained the variable valency perfectly by identifying the element	Has explained the variable valency and latent valency perfectly	Has explained the variable valency perfectly		c) Use of radioactive isotopes	Has written the use of isotopes appropriately by identifying the radioactive isotopes	Has written the use of 3(three) radioactive isotopes appropriately	Has written the use of 2(two) radioactive isotopes appropriately	Has written the use of 1(one) radioactive isotope appropriately		<b>Total-</b>						<b>Total marks for this assignment: 12</b>						
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Marks Obtained	Comments
10-12	Excellent
08-09	Very good
06-07	Good
0-05	Needs improvement

## **Assignments for SSC Examinees, 2021**

Subject: Accounting

Subject Code: 146

## Assignment for SSC Examinees, 2021

Subject: Accounting

Subject Code-146

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric					Com'ts
<b>04</b>  <b>Chapter Six:</b> Journal	<b>Preparation of SPECIAL JOURNAL for recording of transactions</b>  <b>Helping Information:</b> Following are some transactions of Safwan Enterprise as of March, 2020: <b>March 12-</b> Purchased from Siam Brothers - 450 feet pipe at tk.60 per feet with Trade Discount @4%. Insurance expenses are tk.1,200. Invoice no. is 20. <b>March 15-</b> Purchased from Madina Traders - 480 feet electric wire at tk.30 per feet. Trade Discount is @2.5%. Invoice no. 25.Terms 3/15, net 30. <b>March 17-</b> 20 feet pipe returned to Siam Brothers due to excess deliver. Debit note no. is 08. <b>March 20</b> -30 feet electric wire returned to Madina Traders due to damage. Debit note no. is 11.	Students will be able to • prepare Purchase & Sales Journal on the basis of invoice. • prepare Purchase Return Journal on the basis of Debit Note. •prepare Sales Return Journal on the basis of Credit Note.	•Comparative analysis of trade discount and cash discount. •Preparing the Purchase Journal from the transactions. •Preparing the Purchase Return Journal from the transactions.	Indicator	Rating Scale				Score
					4	3	2	1	
				a) Comparative analysis of trade discount and cash discount.	Comparative analysis of trade discount and cash discount done with concept, types & example	Comparative analysis of trade discount and cash discount done with concept & types	Trade discount and cash discount written with concept and name of types	Min. concept of trade discount and cash discount written	
				b)Preparing the Purchase Journal on the basis of helping information	If purchase journal prepared properly	If 1 error available in purchase journal	If amount of money correctly written in 1 account	If account title written correctly preparing the format of purchase journal	
				c) Preparing the Purchase Return Journal on the basis of helping information	If purchase return journal prepared properly	If 1 error made in purchase return journal	If amount of money correctly written in 1 account	If account title written correctly preparing the format of purchase return journal	
<b>Total-</b>									
<b>Total marks for Assignment: 12</b>									

Marks Obtained	Remarks
10-12	Excellent
08-09	Very good
06-07	Good
0-05	Needs improvement

# **Assignments for SSC Examinees, 2021**

Subject: Economics

Subject Code: 141



# Assignment for SSC Examinees, 2021

Subject: Economics

Subject Code: 141

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																																										
<p><b>4</b></p> <p><b>Chapter Three: Utility, Demand, Supply and Equilibrium</b></p>	<p>In COVID-19 situation, the quantity of supply and demand of mask at different prices –</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Price of mask (in taka)</th> <th>Quantity of demand (in numbers)</th> <th>Quantity of supply (in numbers)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">6</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">200</td> <td style="text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">100</td> <td style="text-align: center;">10</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>→ Draw a demand curve taking a demand schedule of your preferred goods determining the demand curve, supply curve and equilibrium price and quantity following the above-mentioned table</p>	Price of mask (in taka)	Quantity of demand (in numbers)	Quantity of supply (in numbers)	300	6	10	200	8	8	100	10	6	<ul style="list-style-type: none"> <li>•will be able to explain the relationship between the price and the quantity of demand</li> <li>•will be able to explain the relationship between the price and the quantity of supply</li> <li>•will be able to determine the equilibrium price and quantity</li> </ul>	<ul style="list-style-type: none"> <li>•Demand</li> <li>•Demand schedule</li> <li>•Demand curve</li> <li>•Supply</li> <li>•Supply schedule</li> <li>•Supply curve</li> <li>•Equilibrium price and quantity</li> </ul>	<table border="1" style="width: 100%; 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	4	3	2	1																																																											
a) Drawing and explanation of the demand curve	To draw and illustrate accurately a demand curve from a demand list explaining demand based on the stem	Explanation of demand is inadequate but drawing and illustration of demand curve based on the demand list of the stem is correct	No explanation of demand but drawing and illustration of a demand curve based on the demand list of the stem is correct	No explanation of demand rather there is ambiguity in the explanation of the drawn demand curve based on the demand list																																																											
b) Drawing and explanation of the supply curve	To draw and illustrate accurately a supply curve from a supply list explaining supply based on the stem	Explanation of supply is inadequate but drawing and illustration of supply curve based on the supply list of the stem is correct	No explanation of supply but drawing and illustration of a supply curve based on the supply list of the stem is correct	No explanation of supply rather there is ambiguity in the explanation of the drawn supply curve based on the supply list																																																											
c) Determining the equilibrium price and quantity	Proper explanation of the determining diagram of the equilibrium price and quantity	Diagram showing the equilibrium price and quantity is correct but the explanation is ambiguous	Diagram is partially drawn and explanation is also ambiguous	Ambiguity in both diagram and explanation																																																											
d) Preparing a demand list and drawing a demand curve of your preferred goods	Accurate drawing of a list and a diagram	Accurate list but inaccurate diagram	Accurate list without diagram	Inaccuracy in both the list and the diagram																																																											
<b>Total-</b>																																																															
<b>Total marks for this assignment: 16</b>																																																															

Marks Obtained	Comments
13-16	Excellent
11-12	Very good
08-10	Good
00-07	Needs improvement

# **Assignments for SSC Examinees, 2021**

Subject: Biology

Subject Code: 138

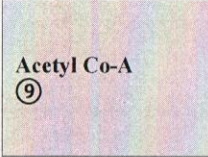
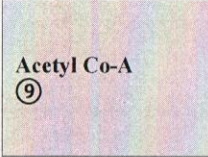
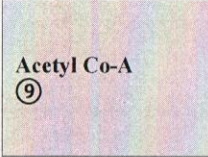


# Assignment for SSC Examinees, 2021

Subject: Biology

Subject Code: 138

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning outcomes	Guidelines (cues/steps /extent)	Assessment Criterion /Rubric	Com'ts																																									
<b>04</b> <b>Chapter-4</b> Bioenergetics	Identifying the steps of respiration and analyzing the energy production and usage through games activity	Learners will be able to  - explain the role of ATP as the main energy source in a cell  - explain the respiration  - explain the concept of aerobic and anaerobic respiration	Firstly, read page no 66-67 and 76-81 of the Biology textbook.  Now the following list is to be observed. (No need to write the list on assignment)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Indicator</th> <th colspan="4">Rating Scale</th> <th rowspan="2">Score</th> </tr> <tr> <th></th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>a) Set up for play (A to F)</td> <td>6 ATP values of A to F calculated in an acceptable way</td> <td>4-5 ATP values out of 6, calculated in an acceptable way</td> <td>2-3 ATP values out of 6, calculated in an acceptable way</td> <td>Only one ATP value out of 6, calculated in an acceptable way</td> <td></td> </tr> <tr> <td>b) Set up for the game (Required energy for movement and food intake, and position no. of X, Y, Z)</td> <td>Five values calculated in an acceptable way</td> <td>Values of 4 out of 5 calculated in an acceptable way</td> <td>Values of 2-3 out of 5 calculated in an acceptable way</td> <td>Value of Only one out of 5 calculated in an acceptable way</td> <td></td> </tr> <tr> <td>c) Drawing game board</td> <td>The overall structure, numbers and X, Y, Z are present acceptably.</td> <td>Numbers and X, Y, Z are present in an acceptable way, but the structure is partially acceptable.</td> <td>Numbers inside the box are not put in an acceptable way</td> <td>Drawing has been done but X, Y, Z are inside the box, not put acceptably.</td> <td></td> </tr> <tr> <td>d) Steps of game (Description of roll)</td> <td>Each step of the game is described acceptably from first to last.</td> <td>More than half of the steps of the game are described acceptably from first to last.</td> <td>Half or less than half of the steps of the game are described acceptably from first to last.</td> <td>One or more than one step of the game has been mentioned, but not with a description up to the last step.</td> <td></td> </tr> <tr> <td>Steps of game (ATP counts)</td> <td>Among all the boxes, acceptable</td> <td>Among all the boxes, acceptable</td> <td>Among all the boxes, acceptable</td> <td>Among all the boxes, acceptable</td> <td></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score		4	3	2	1	a) Set up for play (A to F)	6 ATP values of A to F calculated in an acceptable way	4-5 ATP values out of 6, calculated in an acceptable way	2-3 ATP values out of 6, calculated in an acceptable way	Only one ATP value out of 6, calculated in an acceptable way		b) Set up for the game (Required energy for movement and food intake, and position no. of X, Y, Z)	Five values calculated in an acceptable way	Values of 4 out of 5 calculated in an acceptable way	Values of 2-3 out of 5 calculated in an acceptable way	Value of Only one out of 5 calculated in an acceptable way		c) Drawing game board	The overall structure, numbers and X, Y, Z are present acceptably.	Numbers and X, Y, Z are present in an acceptable way, but the structure is partially acceptable.	Numbers inside the box are not put in an acceptable way	Drawing has been done but X, Y, Z are inside the box, not put acceptably.		d) Steps of game (Description of roll)	Each step of the game is described acceptably from first to last.	More than half of the steps of the game are described acceptably from first to last.	Half or less than half of the steps of the game are described acceptably from first to last.	One or more than one step of the game has been mentioned, but not with a description up to the last step.		Steps of game (ATP counts)	Among all the boxes, acceptable	Among all the boxes, acceptable	Among all the boxes, acceptable	Among all the boxes, acceptable		
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Sample of a card</th> <th style="width: 80%;">Which serial no. cited in which card</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">  </td> <td>                     NADH+H<sup>+</sup> (Card no14-15, two cards)                      FADH<sub>2</sub> (Card no-11 - 13, 3cards)                      Acetyl Co-A (Card no-9 and 10, 2 cards)                      Pyruvic acid( Card no-7 and 8, 2 cards)                      Glucose (Card no-6, 1 card}                      GTP (Card no-1-5, 5 cards                 </td> </tr> </tbody> </table>	Sample of a card	Which serial no. cited in which card		NADH+H <sup>+</sup> (Card no14-15, two cards) FADH <sub>2</sub> (Card no-11 - 13, 3cards) Acetyl Co-A (Card no-9 and 10, 2 cards) Pyruvic acid( Card no-7 and 8, 2 cards) Glucose (Card no-6, 1 card} GTP (Card no-1-5, 5 cards	15 cards are to be prepared like the list. The name of the material and serial no. will be on one side of the card. Another side will remain blank. Write up must not be visible from one side to another side of the card. The reverse side of the card will be the same and should not be distinguished.  The assignment table is to be prepared on an A4 size paper following the example given on the next page. There will not be an ATP number or position number of X, Y, Z at the beginning. The game board will have numbers from zero to fifteen, but X, Y, Z will not be written.  One pawn will be needed which will indicate an Amoeba. A pawn could be such a thing that can be placed in the game board chambers. (e.g. a button, piece of brick or stone, or coin etc)  <b>Rules of the game</b> Three cards have to be chosen at once from the given 15 cards by a lottery. The equivalent ATP number written on the cards will be the value of A, B, C respectively (in ascending order of serial number). The summation of the ATP value will be E that shows the energy amount that Amoeba will start playing with.  The highest and lowest number (not the value of ATP) of the three chronological cards are to be observed. X and Z should be written respectively in the game board box of that two numbers. The serial number on the other card would show a box of the same number in the game board box where you have to write Y. Here X and Z are the two foods of Amoeba and their food values are A and D respectively. D is the total value of ATP of B and C. Y is an adverse environment where E amount of energy of an Amoeba is consumed once it enters.  Amoeba pawn should be placed in the zero box of the game board. Students can move the pawn from one box to another, sideways or																																									
Sample of a card	Which serial no. cited in which card																																													
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		<p>vertically, but not obliquely. The pawn can never back again in the same box in the next rolls.</p> <p>When amoeba moves for one box in each roll, the amount of consumed ATP will be the value of either A, B or C. Energy is also consumed during food intake. That will be similar to the other value of any one of A, B, C.</p> <p>Before rolling the pawn, a student must fix and write the values of A to F, the position of X, Y, Z values of energy consumption in the game "set up" box of assignment table. These values can't be changed during the game is on.</p> <p>Net ATP of present step = net ATP of previous step + Gained ATP of present step - consumed ATP of the present step</p> <p>Games may over in three ways: (1) If Amoeba reaches the last box (15 no.) before it consumes all energy. (2) Gains F amount of net ATP before going to the last box, where F is the grand total of the highest value among ATP of A, B, C plus E. Then Amoeba can reproduce following the process of binary fission. (3) In an adverse environment, if net ATP becomes right zero of Amoeba after reaching in Y box, not more or less than zero - then Amoeba turns into the cyst (resting stage) and wait for the proper environment.</p> <p>The game ends in seven steps starting from the beginning to box 6 in the given example. Actually game may be over with more or fewer steps. Observe carefully and understand properly every step of the given example before starting the game.</p>	<table border="1"> <tr> <td>values have been set in 90% or above boxes.</td> <td>values have been set in 60-89% boxes.</td> <td>values have been set in 30-59% boxes.</td> <td>values have been set in 10-29% boxes.</td> </tr> <tr> <td colspan="4" style="text-align: right;"><b>Total-</b></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Total marks for this assignment: 20</b></td> </tr> </table>	values have been set in 90% or above boxes.	values have been set in 60-89% boxes.	values have been set in 30-59% boxes.	values have been set in 10-29% boxes.	<b>Total-</b>				<b>Total marks for this assignment: 20</b>				
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Marks Obtained	Comments
16-20	Excellent
14-15	Very good
10-13	Good
0-9	Needs improvement

Assignment table (Some values are filled up here, for example, in a real assignment this value may be different; Students will write the values by themselves)

Game board				Game set up			
12	13	11	15	A (GTP) = 1 ATP	D = B + C = 50 ATP	Energy consumed for movement = 1 ATP	Position of X in box ④
8	9Z	10	11	B (Glucose) = 38 ATP	E = A + B + C = 51 ATP		Position of Y in box ⑥
1X	5	6Y	7	C (Acetyl Co-A) = 12 ATP	F = E + B (Highest among A, B, C) = 89 ATP	Energy consumed for food intake = 12 ATP	Position of Z in box ⑨
0	1	2	3				
Steps of game							
Steps	Description of roll			ATP gained	ATP consumed	Net ATP	
Start	Pawn (Amoeba) placed in zero box			51	0	51	
1.	Going to the box no.4 and taking food			1	13	39	
2	Going to box no.5			0	1	38	
3.	Going to the box no.9 and taking food			50	13	74	
4.	Going to box no.10			0	1	73	
5.	Going to box no.11			0	1	72	
6	Going to box no.15. Amoeba reaches the last box. Game over.			0	1	71	



# **Assignments for SSC Examinees, 2021**

Subject: Finance & Banking

Subject Code: 152

# Assignment for SSC Examinees, 2021

Subject: Finance & Banking

Subject Code: 152

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric					Com'ts
<b>4</b>  <b>Fourth Chapter:</b> Risk & Uncertainty	Analyze the effect of the value of standard deviation while selecting an investment option	Students will be able to <ul style="list-style-type: none"> <li>• explain the concept of risk and uncertainty</li> <li>• identify the sources of different types of risk and uncertainty</li> <li>• explain the financial decision making process by using standard deviation</li> </ul>	While preparing the assignment <ul style="list-style-type: none"> <li>• explain the concept of risk and uncertainty with example</li> <li>• explain the difference between risk and uncertainty with example</li> <li>• explain the types of risk from the perspective of business firms and investors</li> <li>• on the basis of information below, measure the standard deviation and analyze the effect of the value of standard deviation in selecting relatively less risky investment option</li> </ul> Information: Two investment options are 'Oronno' and 'Ononno' respectively. From 'Oronno' last 4 years' rate of return were 20%, 25%, 10% & 5% respectively and from 'Ononno' last 4 years' rate of return were 10%, 15%, 18% & 17%.	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				a. Concept of risk and uncertainty	Explained with example the concept of risk and uncertainty while mentioning the deviation of expected and actual return	Explained with example the concept of risk and uncertainty	Explained without example the concept of risk and uncertainty	The definition of either risk or uncertainty written	
				b. Difference between risk and uncertainty	Two differences between risk and uncertainty mentioned with example	One difference between risk and uncertainty mentioned with example	Two differences between risk and uncertainty mentioned without example	One difference between risk and uncertainty mentioned without example	
				c. Types of risk	Appropriately explained 4 types of risk on the basis of text book	Appropriately explained 3 types of risk on the basis of text book	Appropriately explained 2 types of risk on the basis of text book	Appropriately explained 1 type of risk on the basis of text book	
				d. Measuring standard deviation	The correct standard deviation of two given investment options Measured using formula of standard deviation in proper procedure	The correct standard deviation of two given investment options measured without writing the formula of standard deviation in proper procedure	The correct standard deviation of one given investment options measured without writing formula of standard deviation	The correct formula of standard deviation written or one given investment option's average rate of return measured	
				e. Analyzing the effect of the value of standard deviation	The less risky investment option of the two selected by analyzing the effect of calculated value of standard deviation	The less risky investment option of the two selected by mentioning the calculated value of Standard deviation but Without analyzing the effect of the value of standard deviation	Directly selected the less risky investment option without mentioning the calculated value of standard deviation	Wrongly analyzed the effect of standard deviation value of the two investment options or wrong investment option selected	
<b>Total</b>									
<b>Total marks for this assignment: 20</b>									
<b>Appropriate - 80-100%, maximum - 70-79%, partial - 50-69%, not appropriate - below 49%</b>									

Marks Obtained	Comment
16-20	Excellent
14-15	Very good
10-13	Good
0-9	Needs improvement

# **Assignments for SSC Examinees, 2021**

Subject: Civics and Citizenship  
Subject Code: 140



# Assignments for SSC Examinees, 2021

Subject: Civics and Citizenship

Subject Code : 140

Level : SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																														
04 Chapter Six: Government System In Bangladesh	Chapter Six: Analyse the administrative structure of Bangladesh (Central administration and Field Administration)	Students will be able to  -mention the nature of government;  -describe the administrative structure of Bangladesh.	Students would  - take help from textbooks/teachers (through mobile phones/online);  - take assistance of the Internet if it is required;  - analyse the administrative structure of Bangladesh;  - analyse the central administration  - describe the formation and functions of divisional administration;  - describe the functions of district administration;  - describe the functions of upazila administration.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Indicator</th> <th colspan="4">Rating Scale</th> <th rowspan="2">Score</th> </tr> <tr> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>a) Analysis of the administrative structure of Bangladesh</td> <td>The administrative structure of Bangladesh is analyzed appropriately.</td> <td>The administrative structure of Bangladesh is mostly analyzed.</td> <td>The administrative structure of Bangladesh is partially analyzed.</td> <td>The administrative structure of Bangladesh is not analyzed appropriately.</td> <td></td> </tr> <tr> <td>b) Analysis of the central administration of Bangladesh</td> <td>The central administration of Bangladesh is analyzed appropriately.</td> <td>The central administration of Bangladesh is mostly analyzed.</td> <td>The central administration of Bangladesh is partially analyzed.</td> <td>The central administration of Bangladesh is not analyzed appropriately.</td> <td></td> </tr> <tr> <td>c) The functions of district administration</td> <td>The functions of district administration is described appropriately.</td> <td>The functions of district administration is mostly described.</td> <td>The functions of district administration is partially described.</td> <td>The functions of district administration is not described appropriately.</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: right;">Total-</td> <td></td> </tr> <tr> <td colspan="6"><b>Total marks for this assignment: 12</b></td> </tr> <tr> <td colspan="6"><b>Appropriately- 80-100%, Mostly- 60-79%, Partial- 40-59%,</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a) Analysis of the administrative structure of Bangladesh	The administrative structure of Bangladesh is analyzed appropriately.	The administrative structure of Bangladesh is mostly analyzed.	The administrative structure of Bangladesh is partially analyzed.	The administrative structure of Bangladesh is not analyzed appropriately.		b) Analysis of the central administration of Bangladesh	The central administration of Bangladesh is analyzed appropriately.	The central administration of Bangladesh is mostly analyzed.	The central administration of Bangladesh is partially analyzed.	The central administration of Bangladesh is not analyzed appropriately.		c) The functions of district administration	The functions of district administration is described appropriately.	The functions of district administration is mostly described.	The functions of district administration is partially described.	The functions of district administration is not described appropriately.		Total-						<b>Total marks for this assignment: 12</b>						<b>Appropriately- 80-100%, Mostly- 60-79%, Partial- 40-59%,</b>						
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Marks Obtained	Comments
10-12	Excellent
08-09	Very good
06-07	Good
0-05	Needs improvement



# **Assignments for SSC Examinees, 2021**

Subject: Higher Mathematics

Subject Code: 126

# Assignment for SSC Examinees, 2021

Subject: Higher Mathematics

Subject Code: 126

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																																										
<p><b>04</b></p> <p><b>Chapter Seven:</b></p> <p>Infinite Series</p>	<p><b>The solution of the infinite series related problem:</b></p> <p>You have gone to visit a strange country. You come across 10 boxes placed side by side. Each of them has a fraction written on it. The boxes are arranged in such a way that looks like the figure below</p> <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;"><math>\frac{2}{3}</math></td> <td style="padding: 2px 5px;"><math>\frac{22}{33}</math></td> <td style="padding: 2px 5px;"><math>\frac{222}{333}</math></td> <td style="padding: 2px 5px;"><math>\frac{2222}{3333}</math></td> <td style="padding: 2px 5px;">...</td> <td style="padding: 2px 5px;"><math>\frac{a}{b}</math></td> </tr> </table> </div> <p>Expressed as the lowest term of the sum of the fractions, you get the fraction which is <math>\frac{m}{k}</math>.</p>	$\frac{2}{3}$	$\frac{22}{33}$	$\frac{222}{333}$	$\frac{2222}{3333}$	...	$\frac{a}{b}$	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the idea of a sequence.</li> <li>• Identify the infinite series.</li> <li>• Explain the condition: existence of the sum of an infinite geometric series.</li> <li>• Calculate the sum of an infinite geometric series.</li> <li>• Transform a recurring decimal number into an infinite geometric series and express in fraction.</li> </ul>	<p>Students will answer in the following manner:</p> <p>a. Determine the lowest term of <math>\frac{a}{b}</math>.</p> <p>b. Determine <math>\frac{m}{k}</math>.</p> <p>c. Find the general term of the sequence <b>m, k, m, k, m, k, ...</b> (Use the general term of the two sequence <b>1,0,1,0,1,0, ...</b> and <b>0,1,0,1,0,1, ...</b>)</p> <p>d. If the number of boxes is infinite then find the partial sum created by the denominator of the fractions on the boxes.</p> <p>e. Transform the fraction of any box into repeating decimal. Then express as the infinite geometric series. Then find the sum of the infinite geometric series (if exists).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Indicator</th> <th colspan="4">Rating Scale</th> <th rowspan="2">Score</th> </tr> <tr> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td><b>a</b></td> <td></td> <td></td> <td>Determined the lowest term of <math>\frac{a}{b}</math>.</td> <td>Found the value of a or b.</td> <td></td> </tr> <tr> <td><b>b</b></td> <td></td> <td></td> <td>Determined <math>\frac{m}{k}</math>.</td> <td>Expressed the lowest term of the fraction of each box.</td> <td></td> </tr> <tr> <td><b>c</b></td> <td></td> <td>Found the general term of the sequence <b>m, k, m, k, m, k, ...</b></td> <td>Found the general term of the sequence <b>m, 0, m, 0, m, 0, ...</b> and sequence <b>0, k, 0, k, 0, k, ...</b></td> <td>Found the general term of the sequence <b>m, 0, m, 0, m, 0, ...</b> /sequence <b>0, k, 0, k, 0, k, ...</b></td> <td></td> </tr> <tr> <td><b>d</b></td> <td></td> <td>Found the sum.</td> <td>Expressed the geometric series.</td> <td>Made the series.</td> <td></td> </tr> <tr> <td><b>e</b></td> <td>Found the sum.</td> <td>Analyzed the condition.</td> <td>Expressed the infinite geometric series.</td> <td>Transformed a recurring decimal</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>Total-</b></td> <td></td> </tr> <tr> <td colspan="6" style="text-align: center;"><b>Total marks for this assignment: 14</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	<b>a</b>			Determined the lowest term of $\frac{a}{b}$ .	Found the value of a or b.		<b>b</b>			Determined $\frac{m}{k}$ .	Expressed the lowest term of the fraction of each box.		<b>c</b>		Found the general term of the sequence <b>m, k, m, k, m, k, ...</b>	Found the general term of the sequence <b>m, 0, m, 0, m, 0, ...</b> and sequence <b>0, k, 0, k, 0, k, ...</b>	Found the general term of the sequence <b>m, 0, m, 0, m, 0, ...</b> /sequence <b>0, k, 0, k, 0, k, ...</b>		<b>d</b>		Found the sum.	Expressed the geometric series.	Made the series.		<b>e</b>	Found the sum.	Analyzed the condition.	Expressed the infinite geometric series.	Transformed a recurring decimal		<b>Total-</b>						<b>Total marks for this assignment: 14</b>						
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Marks Obtained	Comments
11-14	Excellent
09-10	Very good
07-08	Good
00-06	Needs improvement