



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
মাধ্যমিক ও উচ্চশিক্ষা অধিদপ্তর  
বাংলাদেশ, ঢাকা  
www.dshe.gov.bd



স্মারক নম্বর: ৩৭.০২.০০০০.১০৭.৩৭.০০৩.২১.৪৪০

তারিখ: ২০ শ্রাবণ ১৪২৮

০৪ আগস্ট ২০২১

বিষয়: ২০২১ সালের এস.এস.সি পরীক্ষায় অংশগ্রহণেছু শিক্ষার্থীদের জন্য অ্যাসাইনমেন্ট (ইংরেজী ভার্সন) প্রেরণ।

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 অংশগ্রহণকারীদের জন্য পুনর্বিন্যাসকৃত পাঠ্যসূচির আলোকে অ্যাসাইনমেন্ট ও গ্রিড (ইংরেজী ভার্সন) প্রথম ধাপে ০৩ (তিন) সপ্তাহের জন্য বিতরণ করা হলো। ইংরেজী ভার্সন অ্যাসাইনমেন্টের ক্ষেত্রেও মাউশিঅ কর্তৃক স্মারক নং- ৩৭.০২.০০০০.১০৬.২৭(অংশ-২).০০১.২০-২৯৪; তারিখ: ১৮/০৭/২০২১ খ্রি. জারীকৃত নির্দেশনা ও কাভার পৃষ্ঠা (নমুনা কপি) যথাযথভাবে অনুসরণ করতে হবে।

এমতাবস্থায়, ২০২১ সালের এস.এস.সি পরীক্ষায় অংশগ্রহণেছু শিক্ষার্থীদের জন্য পুনর্বিন্যাসকৃত পাঠ্যসূচির আলোকে বিতরণকৃত অ্যাসাইনমেন্ট ও গ্রিড (ইংরেজী ভার্সন) সকল শিক্ষার্থীদের প্রদান ও গ্রহণের ক্ষেত্রে সরকার কর্তৃক ঘোষিত স্বাস্থ্যবিধি সংক্রান্ত বিধি-নিষেধ যথাযথভাবে অনুসরণপূর্বক প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য সংশ্লিষ্ট সকলকে নির্দেশক্রমে অনুরোধ করা হলো।

সংযুক্ত: অ্যাসাইনমেন্ট ও গ্রিড (ইংরেজী ভার্সন)।

৪-৮-২০২১

মোহাম্মদ বেলাল হোসাইন  
পরিচালক

বিতরণ :

- ১) উপপরিচালক, 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, .....

স্মারক নম্বর: ৩৭.০২.০০০০.১০৭.৩৭.০০৩.২১.৪৪০/১

তারিখ: ২০ শ্রাবণ ১৪২৮

০৪ আগস্ট ২০২১

সদয় অবগতি ও কার্যার্থে প্রেরণ করা হল (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

[অ্যাসাইনমেন্ট ও গ্রিড (ইংরেজী ভার্সন) 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



৪-৮-২০২১

মোহাম্মদ বেলাল হোসাইন

পরিচালক

# Assignments for the Examinees of SSC 2021

## Grid

Subjects		1 <sup>st</sup> week	2 <sup>nd</sup> week	3rd week	4th week	5th week	6 <sup>th</sup> week	7th week	8th week	9th week	10th week	11th week	12th week	Number of Assignments
1	History of Bangladesh and World Civilization /Physics/Business Entrepreneurship	1	2		3	4		5	6		7	8		8
2	Geography and Environment/Chemistry/Accounting		1	2		3	4		5	6		7	8	8
3	Economics/Biology/Finance and Banking	1		2	3		4	5		6	7		8	8
4	Civics and citizenship/Higher mathematics		1		2	3	4		5	6		7	8	8
<b>Total</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>32</b>

**N.B.:** Every Learner has to develop 8 assignments per subject. Thus she/he has to complete 24 assignments in 3 elective subjects. Students do not need to do any assignment on any optional (4<sup>th</sup>) subject.

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

Subject: History of Bangladesh and World Civilization

Subject Code: 153

# Assignment for SSC Examinees, 2021

**Subject: History of Bangladesh and World Civilization**

**Subject Code: 153**

**Level: SSC**

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps/ extent)	Assessment Criterion /Rubric					Com'ts
<b>1</b>  <b>Chapter One:</b> Introduction to History	An essay on “History in human life” (Within 300 words)	Learners will  - be able to explain concepts, nature, and scopes of history and heritage;  -be able to describe elements and classification of history  -be interested in history and heritage	Explanation of history and heritage  Explanation of the sources of writing history (written or unwritten) and its classification  Explanation of the importance of history  Analysis of the necessity of studying history in human life	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				a) Explanation of history and heritage	The explanation of history and heritage is accurate.	The explanation of history and heritage is mostly accurate.	The explanation of history and heritage is partially accurate.	Unclear/vague explanation of history and heritage.	
				b) Explanation of sources and classification of writing history	The sources and classification of writing history has been written accurately.	Most of the sources and classification of writing history has been presented.	The sources and classification of writing history has been presented partially.	The sources and classification of writing history has not been presented properly.	
				c) Explanation of the importance of history	The importance of history has been explained accurately	The importance of history has been explained mostly.	The importance of history has been explained partially.	The explanation of the importance of history has not been proper.	
				d) The necessity of studying history in human life	The necessity of studying history in human life has been analyzed accurately.	The necessity of studying history in human life has been analyzed mostly.	The necessity of studying history in human life has been partially analyzed.	Ambiguous analysis of the necessity of studying history in human life.	
				<b>Total</b>					
<b>Total marks for this assignment: 16</b>									
*Accurate- 80-100%, mostly accurate- 60-79%, partially accurate- 40-59%,ambiguous: below 39%									

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

# Assignment for SSC Examinees, 2021

Subject: History of Bangladesh and World Civilization

Subject Code: 153

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps/ extent)	Assessment Criterion /Rubric					Com'ts
				Indicator	Rating Scale				
4	3	2	1						
<b>2</b>  <b>Chapter Two:</b> World Civilization (Egyptian, Indus, Greek and Roman)	A written comparative discussion between the urban planning of Indus civilization and the urban planning of your own locality	Learners will  - know the story of discovery and the geographical location of the Indus civilization;  - be able to analyze the political, socio-economic and the religious conditions of the Indus Civilization;  -be able to describe the roles of urbanization, arts and sculpture of the Indus Civilization in the	Description of the background, identifying the geographical location and determining the period of Indus Civilization;  Analysis of the socio-economic condition of Indus Civilization;  Analysis of the similarities between the urban planning of the city of Indus Civilization (Harappa and Mohenjo-	<b>a) Back-ground, geographical location and period</b>	If the description of background, identification of geographical location and the period of Indus Civilization is accurate.	If the description of background, identification of geographical location and the period of Indus Civilization is mostly accurate.	If the description of background, identification of geographical location and the period of Indus Civilization is partially accurate.	If there is lack of accuracy and continuity of information in the description of background, identification of geographical location and the period of Indus Civilization.	
				<b>b) Analysis of the socio-economic condition</b>	If the analysis of the socio-economic condition is accurate	If the analysis of the socio-economic condition is mostly accurate	If the analysis of the socio-economic condition is partially accurate.	If the analysis of the socio-economic conditions is not logical.	
				<b>c) The similarity of urban planning</b>	The analysis of the similarities between the urban planning of Indus civilization	The analysis of the similarity between the urban planning of Indus civilization	The analysis of the similarity between the urban planning of Indus civilization and the urban planning of	If the student cannot analyze the similarity of the urban planning of the Indus Valley Civilization with the urban	

		development of human civilization;	Daro) and the urban planning of your own locality (Ward/ municipality /Upazilla) with the creativity		and the urban planning of learner's own locality is accurate and reflects creativity.	and the urban planning of learner's own locality is accurate but does not reflect creativity	learner's own locality is partial and doesn't reflect creativity	planning of his/her own area.			
				<b>d) The dissimilarity of urban planning</b>	Learner identifies the dissimilarities between the urban planning of the Indus Valley Civilization and that of the student's own locality to present in a table.	Learner identifies the dissimilarities between the urban planning of the Indus Valley Civilization and that of the student's own locality to present without a table.	Learner identifies the dissimilarities between the urban planning of the Indus Valley Civilization and that of the student's own locality to present in a table.	Learner couldn't identify the dissimilarities between the urban planning of Indus Civilization and that of the student's own locality.			
				<b>Total</b>							
				<b>Total marks for this assignment: 16</b>							
Accurate- 80-100%, mostly accurate- 60-79%, Partially accurate- 40-59%, Ambiguous - below 39%											

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

# **Assignments for SSC Examinees, 2021**

Subject: Physics

Subject Code: 136



# Assignment for SSC Examinees, 2021

Subject: Physics

Subject Code: 136

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																														
<p><b>Assignment number: 01</b></p> <p><b>Chapter 01:</b> Physical Quantities and Their Measurement</p>	<p><b>Simple instrument and its usage</b> You need a thick art paper to prepare a model project. On the other hand, the stationary store you know is not even opening due to Covid- 19 pandemic. The only stationary store that is open now has a bad reputation in the locality for being dishonest. But you are somewhat compelled now to buy paper from him. The shopkeeper is claiming that the value of the paper which he supplied you is <math>160 \text{ gm/m}^2</math>. The size of per sheet of modeling paper is <math>65\text{cm} \times 75\text{cm}</math>. You decided that you will verify the shopkeeper. The measuring tape you have at home cannot measure anything that is less than 2 cm. And also, the digital balance which you have in your house for measuring the mass of the cooking ingredients does not record any mass bellow 20gm. This means that if you want to measure the mass of an 8 grams object accurately, you have to take 5 objects. So that their combined mass is 40 grams which is a multiple of 20 grams. You have no scope to use any other instrument.</p> <p>a) What is the dimension of the unit by which the value of the paper is being measured? (1) b) What will be its unit if it is measured in Kilogram? (2) c) What is the least number of papers you need to buy to be sure about this matter?</p>	<p>Students will be able to determine the area and volume of the uniform body by using simple instruments</p>	<p>Follow the text on pages 18-27 of the textbook.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">Indicator</th> <th colspan="4" style="width: 40%;">Rating Scale</th> <th rowspan="2" style="width: 10%;">Score</th> </tr> <tr> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td>a) Dimension</td> <td></td> <td></td> <td></td> <td>If Students can write the dimension</td> <td></td> </tr> <tr> <td>b) S I Units</td> <td></td> <td></td> <td>If Students can change in Kg</td> <td>If Students can write S I unit</td> <td></td> </tr> <tr> <td>c) Measurement</td> <td></td> <td>If Students can show logic in favour of the calculation</td> <td>If Students can write the correct number</td> <td>If Students can write any number</td> <td></td> </tr> <tr> <td>d) Final Measurement</td> <td>If Students can write accurate calculation with units</td> <td>If Students can write accurate calculation</td> <td>If Students can calculate</td> <td>If Students can write the equation of accurate measurement</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:10</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a) Dimension				If Students can write the dimension		b) S I Units			If Students can change in Kg	If Students can write S I unit		c) Measurement		If Students can show logic in favour of the calculation	If Students can write the correct number	If Students can write any number		d) Final Measurement	If Students can write accurate calculation with units	If Students can write accurate calculation	If Students can calculate	If Students can write the equation of accurate measurement		<b>Total</b>						<b>Total marks for this assignment:10</b>						
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	<p>Give logic in favour of your calculation. (3)</p> <p>d) If the value of each paper written on the packet as <math>(120 \pm 0.5) \text{ gm/m}^2</math>, it means that the value is actually in between 119.5 to 120.5 units. Here the final error is 0.5 units. Determine the accuracy of your measured value? (4)</p>				
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Marks Obtained	Comments
09-10	Excellent
07-08	Very good
05-06	Good
0-04	Needs improvement

# Assignment for SSC Examinees, 2021

Subject: Physics

Subject Code: 136

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																														
<b>2</b>  <b>Chapter 02:</b> Motion	<b>Speed and its quantities</b> Two engineering university admission test examinees, Rabbi and Sajol, live in two different houses located on a straight street along the examination hall. They have been asked to report to the examination hall gate by 9 am - after which the gate will be closed. The house of Rabbi is 200 m more away than that of Sajol's house from the exam hall. Sajol woke up late in the morning due to overnight Facebooking. Somehow, after having a hurried breakfast and a few harsh words from his parents, Sajol came to the gate of his house and saw that Rabbi was walking at a constant velocity and if he walked at this velocity, he would reach the gate just in time. But it is impossible for Sajol, in a full stomach, to advance more than 10 seconds at the maximum uniform acceleration $1 \text{ m/sec}^2$ . And for the rest of the time he will be able to run at half of this maximum velocity. It is now 8:58 in the morning. If Sajol continues in this way, he will be able to enter the exam hall at the last moment.	Students will be able to analyze the inter relationship between the quantities related to motion.	Follow the text on pages 45-52 of the textbook.	<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) Distance</td> <td></td> <td></td> <td>If Students can find out the value of distance with correct unit</td> <td>If Students can write the equation to determine the distance</td> <td></td> </tr> <tr> <td>b) Velocity</td> <td></td> <td></td> <td>If Students can write the value of velocity with explanation</td> <td>If Students can write the value of velocity</td> <td></td> </tr> <tr> <td>c) Distance, Velocity</td> <td>If students can properly explain whether they, Rabbi &amp; Sajol, can enter the exam hall or not</td> <td>If Students can find out the value of distance with correct/exact unit</td> <td>If Students can relate velocity with distance</td> <td>If Students can write the equation of distance</td> <td></td> </tr> <tr> <td>d) Graph</td> <td></td> <td></td> <td>If Students can show the positions of total 8 points on the graph correctly</td> <td>If Students can draw the graph</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:10</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a) Distance			If Students can find out the value of distance with correct unit	If Students can write the equation to determine the distance		b) Velocity			If Students can write the value of velocity with explanation	If Students can write the value of velocity		c) Distance, Velocity	If students can properly explain whether they, Rabbi & Sajol, can enter the exam hall or not	If Students can find out the value of distance with correct/exact unit	If Students can relate velocity with distance	If Students can write the equation of distance		d) Graph			If Students can show the positions of total 8 points on the graph correctly	If Students can draw the graph		<b>Total</b>						<b>Total marks for this assignment:10</b>						
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	<p>a) How far is Sajol's house from the examination hall? (2)</p> <p>b) Rabbi decided night before the exam that he would leave the house at 8:44am and will arrive at the exam hall by 8:55 a.m. Then at what velocity he has to move forward? (2)</p> <p>c) At this velocity, after advancing 50 meters crossing the gate of Sajol's house, suddenly Rabbi's ankle sprained. And, after that Rabbi started moving at a velocity of one fourth of his previous velocity. In such circumstances, will Sajol pass him over before entering the exam hall? (4)</p> <p>d) Draw a graph showing the road location of Rabbi and Sajol between 8:58 am to 9 am. For each of them you have to show at least four points (in total 8 points). (2)</p>				
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Marks Obtained	Comments
09-10	Excellent
07-08	Very good
05-06	Good
0-04	Needs improvement

# **Assignments for SSC Examinees, 2021**

Subject: Business Entrepreneurship

Subject Code: 143

# Assignments for SSC Examinees, 2021

**Subject: Business Entrepreneurship**

**Subject Code: 143**

**Level: SSC**

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric					Com'ts																																		
<b>1</b>  <b>Chapter 1:</b> Introduction to Business	The affects of business environment in expansion of business in Bangladesh	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the concept of business</li> <li>• Describe types of business</li> <li>• Identify the aspects of business environment that have affects on business</li> </ul>	<b>Students will write answers in following manner:</b> <ul style="list-style-type: none"> <li>• Explain concept of business</li> <li>• Show and describe types of business</li> <li>• Explain the concept of business</li> <li>• Explain the business environment in Bangladesh</li> </ul> <p>(If necessary and possible, collect information/experience from teacher/classmate/relative s/known businessmen using phone/ internet)</p>	<table border="1"> <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. Concept of Business</td> <td>Explained concept of business correctly with example</td> <td>Explained concept of business mostly with example</td> <td>Explained concept of business partially with example</td> <td>Wrote only definition of the concept of business</td> <td></td> </tr> <tr> <td>b. Types of Business</td> <td>Explained industry, trade and service with charts and examples showing the types of business</td> <td>Explained industry, trade and service with charts showing the types of business but no example</td> <td>Explained any two of industry, trade and service with charts and examples showing types of business</td> <td>Only wrote about the types of business</td> <td></td> </tr> <tr> <td>c. Concept of Business Environment</td> <td>Correctly Explained the concept of business environment with example</td> <td>Mostly Correct in explaining the concept of business environment with example</td> <td>Partially Explained the concept of business environment with example</td> <td>Wrote only the definition of business environment</td> <td></td> </tr> <tr> <td>d. Elements of Business Environment</td> <td>Correctly presented the elements of business environment in chart</td> <td>Elements of business environment are not presented consistently in chart properly.</td> <td>Partially presented the elements of business environment in chart</td> <td>Wrote the names of elements of business environment only</td> <td></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	a. Concept of Business	Explained concept of business correctly with example	Explained concept of business mostly with example	Explained concept of business partially with example	Wrote only definition of the concept of business		b. Types of Business	Explained industry, trade and service with charts and examples showing the types of business	Explained industry, trade and service with charts showing the types of business but no example	Explained any two of industry, trade and service with charts and examples showing types of business	Only wrote about the types of business		c. Concept of Business Environment	Correctly Explained the concept of business environment with example	Mostly Correct in explaining the concept of business environment with example	Partially Explained the concept of business environment with example	Wrote only the definition of business environment		d. Elements of Business Environment	Correctly presented the elements of business environment in chart	Elements of business environment are not presented consistently in chart properly.	Partially presented the elements of business environment in chart	Wrote the names of elements of business environment only						
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				e. Affects of Business Environment in Bangladesh	Explained four elements of environment that affect the business and trade in Bangladesh along with examples	Explained three elements of environment that affect the business and trade in Bangladesh along with examples	Explained two elements of environment that affect the business and trade in Bangladesh	Explained one element of environment that affect the business and trade in Bangladesh		
									Total	
<b>Total marks for this assignment: 20</b>										
<b>Perfect: 80-100%, Mostly Perfect: 60-79%, Partially Correct: 50-69%</b>										

Marks Obtained	Comments
16-20	Excellent
14-15	Very Good
10-13	Good
9 or less than 9	Needs Improvement

# Assignments for SSC Examinees, 2021

**Subject: Business Entrepreneurship**

**Subject Code: 143**

**Level: SSC**

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion (Rubric)	Com'ts																																																				
<b>2</b>  <b>Chapter 2:</b>  Business Entrepreneurship & Entrepreneur	Identifying the role of Entrepreneurship in the socio economic development of Bangladesh	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain entrepreneurship and business entrepreneurship</li> <li>• Explain the favorable environment for business entrepreneurship</li> <li>• Describe the characteristics and necessary actions of business entrepreneurship</li> <li>• Describe the importance of business entrepreneurship in the socio-economic context of Bangladesh</li> </ul>	<b>Students will write answers in following manner:</b> <ul style="list-style-type: none"> <li>• Explain entrepreneurship and business entrepreneurship</li> <li>• Explain the favorable environment for business entrepreneurship</li> <li>• Describe the characteristics of business entrepreneurship</li> <li>• Describe the importance of business entrepreneurship in the socio-economic context</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">Indicator</th> <th colspan="4" style="width: 80%;">Rating Scale</th> <th rowspan="2" style="width: 10%;">Score</th> </tr> <tr> <th style="width: 20%;">4</th> <th style="width: 20%;">3</th> <th style="width: 20%;">2</th> <th style="width: 20%;">1</th> </tr> </thead> <tbody> <tr> <td>a. Concept of Entrepreneurship and Business Entrepreneurship</td> <td>Correctly explained the concept of entrepreneurship and business entrepreneurship with examples</td> <td>Moderately explained the concept of entrepreneurship and business entrepreneurship with examples</td> <td>Partially explained the concept of entrepreneurship and business entrepreneurship with examples</td> <td>Wrote the definition of entrepreneurship and business entrepreneurship only</td> <td></td> </tr> <tr> <td>b. Favorable Environment for Business Entrepreneurship</td> <td>Correctly explained the six favorable environment for business entrepreneurship</td> <td>Correctly explained five favorable environment for business entrepreneurship</td> <td>Correctly explained four favorable environment for business entrepreneurship</td> <td>Correctly explained one to three favorable environment for business entrepreneurship</td> <td></td> </tr> <tr> <td>c. 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Marks Obtained	Comments
13-16	Excellent
11-12	Very Good
08-10	Good
7 or less than 7	Needs Improvement



# **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
				Indicators	Rating Scale				
4	3	2	1						
<b>01</b>  <b>Chapter: 01</b>  Geography and Environment	Write an essay showing the interrelations between geography and the environment.	Students will be able to -explain the concepts of geography and the environment; -describe the scopes of geography;  -to analyze the interrelations between geography and elements of the environment.	Students would -take help from textbooks/teachers (through mobile phones/online); -take assistance from the Internet if it is required; -describe concepts of geography and the environment; -describe scopes of geography; -describe branches of geography and the elements and types of the environment;  -analyze the interrelations between geography and the elements of the environment.	a) Concepts of geography	Concepts of geography are written appropriately.	Concepts of geography are mostly written.	Concepts of geography are partially written.	-	
				b) Concepts of the environment	Concepts of the environment are written appropriately.	Concepts of the environment are mostly written.	Concepts of the environment are partially written.	-	
				c) Scopes and branches of geography	Scopes and branches of geography are written appropriately.	Scopes of geography-are written completely and branches of geography are mostly written.	Scopes and branches of geography-are partially written.	Only scopes of geography are partially written.	
				d) Interrelations between geography and the elements of the environment	Elements and types of the environment are written completely and interrelations between	Elements and types of the environment are written completely and interrelations between	Elements and types of the environment are partially written.	Only elements of the environment are partially written.	

					geography and the elements of the environment are analyzed appropriately.	geography and the elements of the environment are analyzed mostly.				
								<b>Total</b>		
<b>Total marks for this assignment: 16</b>										
<b>Appropriate- 80-100%, Mostly- 60-79%, Partial- 40-59%,</b>										

Marks Obtained	Comments
13-16	Excellent
11-12	Very Good
08-10	Good
0-07	Needs improvement

# 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>Assignment number: 02</b>  <b>Chapter: 02</b>  The Universe and Our Earth	Write an essay on the season-change in Bangladesh during the four states of the earth while rotating around the sun.	Students will be able to analyze the causes and effects of season-change.	Students would  -take help from textbooks/teachers (mobile phone/ online);  -take assistance from the Internet if it is required; -explain the reasons for the changes of seasons; -explain the process of changing seasons with a figures of the four states of the earth due to annual motion; -explain the seasons of Bangladesh during the four states of the earth while rotating around the sun (annual motion)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="900 480 1077 563" rowspan="2">Indicators</th> <th colspan="4" data-bbox="1077 480 1935 520">Rating Scale</th> <th data-bbox="1935 480 2029 563" rowspan="2">Score</th> </tr> <tr> <th data-bbox="1077 520 1294 563">4</th> <th data-bbox="1294 520 1503 563">3</th> <th data-bbox="1503 520 1720 563">2</th> <th data-bbox="1720 520 1935 563">1</th> </tr> </thead> <tbody> <tr> <td data-bbox="900 563 1077 724">a) Reasons for the changes of seasons</td> <td data-bbox="1077 563 1294 724">Appropriately explained five causes of seasonal change.</td> <td data-bbox="1294 563 1503 724">Appropriately explained-three causes of seasonal change.</td> <td data-bbox="1503 563 1720 724">Partially explained two causes of seasonal change.</td> <td data-bbox="1720 563 1935 724">Appropriately explained one cause of seasonal change.</td> <td data-bbox="1935 563 2029 724"></td> </tr> <tr> <td data-bbox="900 724 1077 1007">b) Four states of the world</td> <td data-bbox="1077 724 1294 1007">Appropriately explained the four states of the earth in the process of changing seasons.</td> <td data-bbox="1294 724 1503 1007">Appropriately explained the three states of the earth in the process of changing seasons.</td> <td data-bbox="1503 724 1720 1007">Partially explained the two states of the earth in the process of changing seasons.</td> <td data-bbox="1720 724 1935 1007">Appropriately explained one state of the earth in the process of changing seasons.</td> <td data-bbox="1935 724 2029 1007"></td> </tr> <tr> <td data-bbox="900 1007 1077 1327">c) Figure</td> <td data-bbox="1077 1007 1294 1327">Could accurately draw the figures of the <b>four</b> states of the earth in the process of changing seasons.</td> <td data-bbox="1294 1007 1503 1327">Could accurately draw the figures of the <b>three</b> states of the earth in the process of changing seasons.</td> <td data-bbox="1503 1007 1720 1327">Could accurately draw the figures of the <b>two</b> states of the earth in the process of changing seasons.</td> <td data-bbox="1720 1007 1935 1327">Could accurately draw the figure of <b>one</b> state of the earth in the process of changing seasons.</td> <td data-bbox="1935 1007 2029 1327"></td> </tr> </tbody> </table>					Indicators	Rating Scale				Score	4	3	2	1	a) Reasons for the changes of seasons	Appropriately explained five causes of seasonal change.	Appropriately explained-three causes of seasonal change.	Partially explained two causes of seasonal change.	Appropriately explained one cause of seasonal change.		b) Four states of the world	Appropriately explained the four states of the earth in the process of changing seasons.	Appropriately explained the three states of the earth in the process of changing seasons.	Partially explained the two states of the earth in the process of changing seasons.	Appropriately explained one state of the earth in the process of changing seasons.		c) Figure	Could accurately draw the figures of the <b>four</b> states of the earth in the process of changing seasons.	Could accurately draw the figures of the <b>three</b> states of the earth in the process of changing seasons.	Could accurately draw the figures of the <b>two</b> states of the earth in the process of changing seasons.	Could accurately draw the figure of <b>one</b> state of the earth in the process of changing seasons.		
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				d) Prevaling seasons in Bangladesh	Appropriately explained seasons of Bangladesh during the four states of the earth while rotating around the sun.	Appropriately explained seasons of Bangladesh during the three states of the earth while rotating around the sun.	Appropriately explained seasons of Bangladesh during the two states of the earth while rotating around the sun.	Appropriately explained seasons of Bangladesh during the one states of the earth while rotating around the sun.		
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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
<b>01</b>  <b>Chapter Three:</b>  Structure of Matter	<b>Number of neutrons in four different elements, Figure of structure of atom according to the Bhor's model, Electronic configuration of energy level and sub-energy level(orbitals)</b>  Prepare a report on the number of neutrons in the mass numbers of the elements mentioned next to the symbols, the diagram of the structure of atoms according to Bohr model, their electronic configuration at energy levels and sub-energy (orbitals) levels.  Na(11), Mass number-23 P(15), Mass number-31 K(19), Mass number-40 Cu(29), Mass number-63	Students' will be.... • Able to determine the number of electrons, protons and neutrons in an atom  • Able to describe the structure of atom in relation to the theories of Rutherford and Bohr atomic model  • Able to write the electronic configurations of different orbits and different sub levels of orbits of an atom	•Has to find out the number of neutrons in four elements  • Has to draw the figure of structure of atom according to the Bhor's model  • Has to write the electronic configurations of energy level of four elements  • Has to write the electronic configurations of sub-energy level (orbitals) of four elements	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				<b>a) Calculation of neutron number</b>	Has found out the correct number of neutrons of four isotopes	Has found out the correct number of neutrons of 3 isotopes	Has found out the correct number of neutrons of 2 isotopes	Has found out the correct number of neutrons of 1 isotope	
				<b>b)Drawing of structure of atom according to Bhor's model</b>	Has drawn the exact figure of four structure of atoms according to Bhor's model	Has drawn the exact figure of three structure of atoms according to Bhor's model	Has drawn the exact figure of two structure of atoms according to Bhor's model	Has drawn the exact figure of one structure of atom according to Bhor's model	
				<b>c) Electronic configuration of an energy level</b>	Has written the electronic configurations of energy level of four elements correctly	Has written the electronic configurations of energy level of three elements correctly	Has written the electronic configurations of energy level of two elements correctly	Has written the electronic configuration of energy level of one element correctly	
				<b>d)Sub- energy level(orbitals) electronic configuration</b>	Has written the electronic configurations of sub-energy level of four elements correctly	Has written the electronic configurations of sub- energy level of three elements correctly	Has written the electronic configurations of sub-energy level of two elements correctly	Has written the electronic configuration of sub- energy level of one element correctly	
<b>Total</b>									
<b>Total marks for this assignment: 16</b>									

Marks Obtained	Comments
13-16	Excellent
11-12	Very good
08-10	Good
0-07	Needs improvement

# 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																																						
<b>02</b>  <b>Chapter Four:</b>  Periodic Table	<p><b>Position of the elements in the periodic table according to the electronic configuration, Comparative ionization energy and Characteristics of group or class of relevant elements</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Li</td> <td style="padding: 2px 5px;">Be</td> </tr> <tr> <td style="padding: 2px 5px;">Na</td> <td style="padding: 2px 5px;">Mg</td> </tr> </table> <p>In accordance to the electronic configuration of the 4 elements, prepare a report on their position in the periodic table, comparative ionization energy and the characteristics of the groups they are in.</p>	Li	Be	Na	Mg	<p>Students' will be .....</p> <ul style="list-style-type: none"> <li>● Able to determine the relation of major groups of periodic table with the outer most energy level electronic configurations of elements(first 30 elements)</li> <li>● Able to find out the period of an element</li> <li>● Able to get the knowledge about physical and chemical properties of an element by knowing the position in the periodic table</li> <li>● Able to say</li> </ul>	<ul style="list-style-type: none"> <li>● Has to find out the periods of the four elements in the periodic table according to the electronic configurations</li> <li>● Has to find out the groups or classes of the four elements in the periodic table according to their electronic configurations</li> <li>● Has to compare the ionization energy of same period and same group or class of adjoining elements in the periodic table</li> <li>● Has to write the characteristics of the group or</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="width: 70%;">Rating Scale</th> <th rowspan="2" style="width: 15%;">Score</th> </tr> <tr> <th style="width: 17.5%;">4</th> <th style="width: 17.5%;">3</th> <th style="width: 17.5%;">2</th> <th style="width: 17.5%;">1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>a) Determination of period</b></td> <td style="text-align: center;">Has determined the exact periods of four elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact periods of three elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact periods of two elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact periods of one element with electronic configuration</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>b) Determination of group</b></td> <td style="text-align: center;">Has determined the exact groups or classes of four elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact groups or classes of three elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact groups or classes of two elements with electronic configurations</td> <td style="text-align: center;">Has determined the exact group or class of one element with electronic configuration</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>c) Comparative ionization energy</b></td> <td style="text-align: center;">Has compared appropriately the ionization energies of four pairs of elements interms of group and period differences</td> <td style="text-align: center;">Has compared appropriately the ionization energies of three pairs of elements in terms of group and period differences</td> <td style="text-align: center;">Has compared appropriately the ionization energies of two pairs of elements in terms of group and period differences</td> <td style="text-align: center;">Has compared appropriately the ionization energies of one pair of elements in terms of group and period differences</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>d)</b></td> <td style="text-align: center;">Has written</td> <td style="text-align: center;">Has written</td> <td style="text-align: center;">Has written</td> <td style="text-align: center;">Has written</td> <td></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	<b>a) Determination of period</b>	Has determined the exact periods of four elements with electronic configurations	Has determined the exact periods of three elements with electronic configurations	Has determined the exact periods of two elements with electronic configurations	Has determined the exact periods of one element with electronic configuration		<b>b) Determination of group</b>	Has determined the exact groups or classes of four elements with electronic configurations	Has determined the exact groups or classes of three elements with electronic configurations	Has determined the exact groups or classes of two elements with electronic configurations	Has determined the exact group or class of one element with electronic configuration		<b>c) Comparative ionization energy</b>	Has compared appropriately the ionization energies of four pairs of elements interms of group and period differences	Has compared appropriately the ionization energies of three pairs of elements in terms of group and period differences	Has compared appropriately the ionization energies of two pairs of elements in terms of group and period differences	Has compared appropriately the ionization energies of one pair of elements in terms of group and period differences		<b>d)</b>	Has written	Has written	Has written	Has written		
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<b>c) Comparative ionization energy</b>	Has compared appropriately the ionization energies of four pairs of elements interms of group and period differences	Has compared appropriately the ionization energies of three pairs of elements in terms of group and period differences	Has compared appropriately the ionization energies of two pairs of elements in terms of group and period differences	Has compared appropriately the ionization energies of one pair of elements in terms of group and period differences																																							
<b>d)</b>	Has written	Has written	Has written	Has written																																							



		about the special naming of elements  • Able to show the eagerness to guess the properties of elements by following the periodic table	class of a relevant elements	<b>Characteristics of a group or class of relevant elements</b>	the characteristics of two groups or classes with special names properly	the characteristics of two groups or classes properly	the characteristics of one group or class with special names properly	the characteristics of one group or class properly		
									<b>Total</b>	
<b>Total marks for this assignment: 16</b>										

Marks Obtained	Comments
13-16	Excellent
11-12	Very good
08-10	Good
0-07	Needs improvement

# **Assignments for SSC Examinees, 2021**

Subject: Accounting

Subject Code: 146

# Assignment for SSC Examinees, 2021

Subject: Accounting

Sub. Code-146

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric					Com'ts
<b>01</b>  <b>Chapter Two:</b> Transaction	<b>Introduction to Business Transaction</b>  <u>Helping Information</u> Following events took place in the business of Sadaf Enterprise as of June, 2020: <b>June 1-</b> Invested in business by owner: Cash tk.20,000 & Furniture valued at tk.35,000. <b>June 9-</b> Rent paid tk.8,000. <b>June 13-</b> A laptop purchased for own use by selling owner's personal asset tk.30,000. <b>June 20-</b> Goods purchased on credit from Radif & sons tk.7,000. <b>June 23-</b> Paid to a creditor tk.7,000. <b>June 26-</b> A contract signed for selling of goods tk.4,000. <b>June 30-</b> A manager appointed at a salary per month tk.18,000.	Students ●will be able to explain the concept of transactions. ●will be able to identify the nature of transactions. ●will be able to explain the impact of transactions over accounting equation. ●will be able to prepare correctly essential documents related to transactions.	Students should ● read the necessary information properly. ● discuss the nature or features of transaction. ● identify the transactions from events. ● describe the effect of transactions on accounting equation. ● prepare an invoice as a documentary source of transaction.	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				a) Nature or Features of transaction	If 6 features written with explanation	If 4 features written with explanation	If 2 features written with explanation	If 1 feature or min. concept of transaction written	
				b) Explain with reasons all the events occur on the basis of transactions	If 4 transactions explained with reasons	If 3 transactions explained with reasons	If 2 transactions explained with reasons	If 1 transaction explained with reason	
				c) The effect of transaction on accounting equation	If 4 effects on transactions shown	If 3 effects on transactions shown	If 2 effects on transactions shown	If 1 effect on transaction shown	
				d) Preparing an invoice for the transactions on June 20	If invoice prepared taking all information	If 1 error available in invoice	If 2 errors available in invoice	If Max. 4 errors available in invoice	
				<b>Total</b>					
<b>Total marks for assignment: 16</b>									

Marks Obtained	Remarks
13-16	Excellent
11-12	Very Good
08-10	Good
0-07	Needs Improvement

## 2Assignment for SSC Examinees, 2021

Subject: Accounting

Sub. Code-146

Level: S.S.C

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion (Rubric)					Com'ts
<b>02</b>  <b>Chapter Six:</b> Journal	<b>Concept and Importance of General Journal</b>  <b>Helping Information:</b> Following are the transactions of Shams Brothers as on January , 2020: Jan 1- Started business with Cash tk.20,000, Bank deposit tk.40,000 and Goods values of tk.15,000. Jan 5- Sold Goods values of tk.20,000 of which 40% in cash. Jan 7-Withdrew from bank tk.12,000. Jan 10- Incurred Expenses for publicity tk.8,000.	Students will be able to ●explain the concept and importance of Journal ●classify the Journal ●provide the general Journal entry	Students should ● read the helping information properly. ● explain the concept and importance of Journal. ● describe the classifications of Special and Proper Journal. ● record the transactions in the General Journal following helping information.	Indicator	Rating Scale				Score
					4	3	2	1	
				a) Concept and importance of Journal	Concept & Importance discussed properly	Max. Concept & Importance discussed	Min. Concept & Importance discussed	Min. Concept or Min. Importance (any one) discussed	
				b) Classification of Special Journal	Classification of Special Journal discussed properly	Any 4 types of Special Journal discussed	Any 3 types of Special Journal discussed	Any 2 types of Special Journal discussed	
				c) Classification of Proper Journal	Classification of Proper Journal discussed properly	Any 3 types of Proper Journal discussed	Any 2 types of Proper Journal discussed	Any 1 type of Proper Journal discussed	
				d) Journalizing the transactions	4 transactions recorded properly	3 transactions recorded properly	2 transactions recorded properly	1 transaction recorded properly	
				<b>Total</b>					
				<b>Total marks for assignment: 16</b>					

Marks Obtained	Remarks
13-16	Excellent
11-12	Very Good
08-10	Good
0-07	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																																														
<b>1</b> <b>Chapter One:</b> Introduction to Economics	'Private and public enterprise work together in the economic system of Bangladesh'- Mention the characteristics of the economic system indicated in the statement and evaluate the comparative advantages and disadvantages of different economic systems	<ul style="list-style-type: none"> <li>• will be able to describe the identity of different economic systems</li> <li>• will be able to evaluate the comparative advantages and disadvantages of different economic systems</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of different economic systems</li> <li>• Characteristics of the mixed economic system</li> <li>• Evaluation of comparative advantages and disadvantages of different economic systems</li> <li>• Arguments in favor of the good economic system</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">Indicator</th> <th colspan="4" style="text-align: center;">Rating Scale</th> <th rowspan="2" style="text-align: center;">Score</th> </tr> <tr> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> <th style="text-align: center;">2</th> <th style="text-align: center;">1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>a) Economic system</b></td> <td>Proper explanation of 4 economic systems</td> <td>Proper explanation of 3 economic systems</td> <td>Proper explanation of 2 economic systems</td> <td>Proper explanation of 1 economic system</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>b) Characteristics of mixed economic system</b></td> <td>Proper explanation of 7/8 features of the mixed economic system</td> <td>Proper explanation of 5/6 features of the mixed economic system</td> <td>Proper explanation of 3/4 features of the mixed economic system</td> <td>Proper explanation of 1/2 features of the mixed economic system</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>c) Comparative evaluation</b></td> <td>Proper comparative evaluation mentioning advantages and disadvantages</td> <td>Adequate comparative evaluation mentioning advantages and disadvantages</td> <td>Partial comparative evaluation mentioning advantages and disadvantages</td> <td>Ambiguity in comparative analysis</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>d) Arguments in favor of the answer</b></td> <td>Mentioned the logics in favor of the answer properly</td> <td>Mentioned most of the logics in favor of the answer</td> <td>Mentioned the logics in favor of the answer partially</td> <td>Ambiguity in logics</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: 16</b></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score	4	3	2	1	<b>a) Economic system</b>	Proper explanation of 4 economic systems	Proper explanation of 3 economic systems	Proper explanation of 2 economic systems	Proper explanation of 1 economic system		<b>b) Characteristics of mixed economic system</b>	Proper explanation of 7/8 features of the mixed economic system	Proper explanation of 5/6 features of the mixed economic system	Proper explanation of 3/4 features of the mixed economic system	Proper explanation of 1/2 features of the mixed economic system		<b>c) Comparative evaluation</b>	Proper comparative evaluation mentioning advantages and disadvantages	Adequate comparative evaluation mentioning advantages and disadvantages	Partial comparative evaluation mentioning advantages and disadvantages	Ambiguity in comparative analysis		<b>d) Arguments in favor of the answer</b>	Mentioned the logics in favor of the answer properly	Mentioned most of the logics in favor of the answer	Mentioned the logics in favor of the answer partially	Ambiguity in logics		<b>Total</b>						<b>Total marks for this assignment: 16</b>						
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Marks Obtained	Comments
13-16	Excellent
11-12	Very good
08-10	Good
00-07	Needs improvement

# 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
<b>2</b>  <b>Chapter Two:</b> The Important Ideas of Economics	Whether sunlight, land, river water are resources or not, explain with their features from the economic point of view and classify those resources on the basis of their origin	<ul style="list-style-type: none"> <li>• will be able to illustrate the concept of economic resources</li> <li>• will be able to compare among natural resources, human resources and produced resources</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of economic resources</li> <li>• Explanation of the 4 characteristics of resources</li> <li>• Explanation of whether land, river water and sunlight are resources or not in the light of the 4 characteristics of resources</li> <li>• Classifying resources on the basis of their origin</li> </ul>	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				<b>a) Economic resources</b>	Proper illustration of the concept of resources with examples	Proper illustration of the concept of resources without examples	Partial illustration of the concept of resources without examples	Ambiguity in illustrating the concept of resources	
				<b>b) 4 characteristics of resources</b>	Proper explanation of the 4 characteristics of resources	Proper explanation of the 3 characteristics of resources	Proper explanation of the 2 characteristics of resources	Proper explanation of 1 characteristic of resources	
				<b>c) Identifying the given three objects</b>	Correct identification of 3 objects based on the characteristics of resources	Correct identification of 2 objects based on the characteristics of resources	Correct identification of 1 object based on the characteristics of resources	Ambiguous identification of resources	
				<b>d) Classification of resources</b>	Proper explanation having examples of 3 classifications of resources	Proper explanation having examples of 2 classifications of resources	Proper explanation having examples of 1 classification of resources	Ambiguous classification of resources	
					<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 or stages)	Assessment Criterion /Rubric	Com'ts																																																																																																																				
<p><b>1</b> <b>Chaper-2</b> Cell and tissues of organism</p>	<p>Determining the characteristics of cell and labour division of tissues observable through bare eyes</p>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>- explain the functions of main organelles in plant cell's</li> <li>- evaluate the usefulness of cell in organism</li> <li>-explain the plant tissue</li> <li>-evaluate the function of tissue on the basis of similer type of cell and functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Step-1 See the pages 20-21, 23-24 and 28-33 of the text book</li> <li>• Step-2 Draw the two tables mentioned below</li> <li>• Observation Table</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2">Sample no.</th> <th rowspan="2">Colour</th> <th colspan="3">mesurment of rigidity</th> </tr> <tr> <th>Soft</th> <th>Less rigid</th> <th>Comperati vely rigid</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">1. Ripe mango-</td> </tr> <tr> <td>Stalk</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Epicarp</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Endosperm</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Seed</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5" style="text-align: center;">2.Green Papaya</td> </tr> <tr> <td>Stalk</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Epicarp</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Endosperm</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Table or determination of cause</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Sample no.</th> <th rowspan="2">Colour</th> <th colspan="3">mesurment of rigidity</th> </tr> <tr> <th>Soft</th> <th>Less rigid</th> <th>Comperati vely rigid</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">1. Ripe mango-</td> </tr> <tr> <td>Stalk</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Epicarp</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sample no.	Colour	mesurment of rigidity			Soft	Less rigid	Comperati vely rigid	1. Ripe mango-					Stalk					Epicarp					Endosperm					Seed					2.Green Papaya					Stalk					Epicarp					Endosperm					Sample no.	Colour	mesurment of rigidity			Soft	Less rigid	Comperati vely rigid	1. Ripe mango-					Stalk					Epicarp					<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) Observat-ion table of samples at step-2</td> <td>25-28 boxes of the table filled up in an acceptable way</td> <td>15-24 boxes of the table filled up in an acceptable way</td> <td>5-14 boxes of the table filled up in an acceptable way</td> <td>1-4 boxes of the table filled up in an acceptable way</td> <td></td> </tr> <tr> <td>b) Causes of <b>different colors</b> in the grid at step 2</td> <td>Causes cited in each 6-7 boxes of the table in an acceptable way</td> <td>Causes cited in 4-5 boxes of the table in an acceptable way</td> <td>Causes cited in 2-3 boxes of table in an acceptable way</td> <td>Causes cited in one box of the table in an acceptable way</td> <td></td> </tr> <tr> <td>c) Causes of <b>different rigidity</b> in the grid at step-2</td> <td>Causes Cited in each 6-7 boxes of table in an acceptable way</td> <td>Cause cited in 4-5 boxes of the table in an acceptable way</td> <td>Causes cited in 2-3 boxes of the table in an acceptable way</td> <td>Causes cited in one box of the table in an acceptable way</td> <td></td> </tr> <tr> <td colspan="5" style="text-align: right;">Total</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) Observat-ion table of samples at step-2	25-28 boxes of the table filled up in an acceptable way	15-24 boxes of the table filled up in an acceptable way	5-14 boxes of the table filled up in an acceptable way	1-4 boxes of the table filled up in an acceptable way		b) Causes of <b>different colors</b> in the grid at step 2	Causes cited in each 6-7 boxes of the table in an acceptable way	Causes cited in 4-5 boxes of the table in an acceptable way	Causes cited in 2-3 boxes of table in an acceptable way	Causes cited in one box of the table in an acceptable way		c) Causes of <b>different rigidity</b> in the grid at step-2	Causes Cited in each 6-7 boxes of table in an acceptable way	Cause cited in 4-5 boxes of the table in an acceptable way	Causes cited in 2-3 boxes of the table in an acceptable way	Causes cited in one box of the table in an acceptable way		Total						<b>Total marks for this assignment:12</b>						
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			<ul style="list-style-type: none"> <li>• Step -3 Observation table is to be filled up first. Fruits and vegetables that are mentioned are to be peeled off or sliced by using hands, knife or chopper. Put tick marks in the required boxes of the table by observing the rigidity of each part. If the given features do not match, then put cross mark in those boxes. But the colour names are to be mentioned in the colour boxes.</li> <li>• Step-4 : The causes of whatever mentioned in observation table should be stated in the similar boxes of the table of determining the causes. In each box there will be one reason for color variation which will be seven in total. In case of rigidity variation, causes should be mentioned only in the boxes that indicate tick marks. No need to cite the causes in the boxes that refer to cross marks. So causes of rigidity variation also will be total seven in number. Other boxes of the table of determining causes will remain blank.</li> <li>• Precaution: Take caution to avoid any accidental cut while using sharp tools. The job must be carried out under the supervision of any elderly family member.</li> </ul>								

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

# Assignment for SSC Examinees, 2021

Subject: Biology

Subject Code: 138

Level: SSC

Assignment Number, Chapter Number, Chapter Title	Assignment	Learning Outcomes	Guidelines (cues/steps or stages)	Assessment Criterion /Rubric	Com'ts																																							
<b>2</b> <b>Chapter-2</b> Cell and tissues of organism	Analysing the structure and function of animal cell and animal tissue	Learners will be able to  -explain animal cell  -evaluate the function of tissue on the basis of similar types and functions of cells  -explain the cellular structure in tissue, organ and system  -explain the function of tissue system	<ul style="list-style-type: none"> <li>Firstly, read page no 33-42 of Biology text book.</li> <li>Now, observe the list of features.  <b>(No need to include the list in the assignment)</b></li> </ul>	<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 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 style="vertical-align: top;">                     a) Filling up the boxes of the table of characteristics from the given list                 </td> <td style="vertical-align: top;">                     At least 25 boxes out of 30 of the table filled up from the given list                 </td> <td style="vertical-align: top;">                     At least 15-24 boxes out of 30 of the table filled up from the given list                 </td> <td style="vertical-align: top;">                     At least 5-14 boxes out of 30 of the table filled up from the given list                 </td> <td style="vertical-align: top;">                     Less than 5 boxes out of 30 of the table filled up from the given list                 </td> <td></td> </tr> <tr> <td style="vertical-align: top;">                     b) Repetition of characteristic in the same round                       (If one or more boxes of the table remain blank in four or more rounds, no marks will be allocated in this indicator)                 </td> <td style="vertical-align: top;">                     No repetition of characteristic in any one round that completes three of them                 </td> <td style="vertical-align: top;">                     Characteristics are repeated in less than half of the total rounds that show all three complete characteristics                 </td> <td style="vertical-align: top;">                     Characteristics are repeated in half or more than half of the total rounds that show all three complete characteristics                 </td> <td style="vertical-align: top;">                     Characteristics are repeated in all the rounds that show all three complete characteristics                 </td> <td></td> </tr> <tr> <td style="vertical-align: top;">                     c) Filling up the boxes 'Tell who I am' from the text book.                 </td> <td style="vertical-align: top;">                     At least 8 boxes out of 10 of the table filled up from the selected part of text book                 </td> <td style="vertical-align: top;">                     At least 5-7 boxes out of 10 of the table filled up from the selected part of text book                 </td> <td style="vertical-align: top;">                     At least 2-4 boxes out of 10 of the table filled up from the selected part of text book                 </td> <td style="vertical-align: top;">                     Only one box out of 10 of the table filled up from the selected part of text book                 </td> <td></td> </tr> </tbody> </table>	Indicator	Rating Scale				Score		4	3	2	1	a) Filling up the boxes of the table of characteristics from the given list	At least 25 boxes out of 30 of the table filled up from the given list	At least 15-24 boxes out of 30 of the table filled up from the given list	At least 5-14 boxes out of 30 of the table filled up from the given list	Less than 5 boxes out of 30 of the table filled up from the given list		b) Repetition of characteristic in the same round  (If one or more boxes of the table remain blank in four or more rounds, no marks will be allocated in this indicator)	No repetition of characteristic in any one round that completes three of them	Characteristics are repeated in less than half of the total rounds that show all three complete characteristics	Characteristics are repeated in half or more than half of the total rounds that show all three complete characteristics	Characteristics are repeated in all the rounds that show all three complete characteristics		c) Filling up the boxes 'Tell who I am' from the text book.	At least 8 boxes out of 10 of the table filled up from the selected part of text book	At least 5-7 boxes out of 10 of the table filled up from the selected part of text book	At least 2-4 boxes out of 10 of the table filled up from the selected part of text book	Only one box out of 10 of the table filled up from the selected part of text book												
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c) Filling up the boxes 'Tell who I am' from the text book.	At least 8 boxes out of 10 of the table filled up from the selected part of text book	At least 5-7 boxes out of 10 of the table filled up from the selected part of text book	At least 2-4 boxes out of 10 of the table filled up from the selected part of text book	Only one box out of 10 of the table filled up from the selected part of text book																																								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">No. of characteristics</th> <th style="width: 15%;">Characteristics</th> <th style="width: 10%;">No. of characteristics</th> <th style="width: 15%;">Characteristics</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Secretion</td><td>2.</td><td>Absorption</td></tr> <tr><td>3.</td><td>Single layered</td><td>4.</td><td>With tubules</td></tr> <tr><td>5.</td><td>Modified</td><td>6.</td><td>With single nucleus</td></tr> <tr><td>7.</td><td>Sensation</td><td>8.</td><td>Multilayered</td></tr> <tr><td>9.</td><td>Columnar</td><td>10.</td><td>Constriction</td></tr> <tr><td>11.</td><td>More than one nucleus</td><td>12.</td><td>Mesoderm</td></tr> <tr><td>13.</td><td>Ciliated</td><td>14.</td><td>Branched</td></tr> <tr><td>15.</td><td>Movement</td><td>16.</td><td>Giving rigidity</td></tr> <tr><td>17.</td><td>Without nucleus</td><td>18.</td><td>Cuboidal</td></tr> </tbody> </table>	No. of characteristics	Characteristics	No. of characteristics	Characteristics	1.	Secretion	2.	Absorption	3.	Single layered	4.	With tubules	5.	Modified	6.	With single nucleus	7.	Sensation	8.	Multilayered	9.	Columnar	10.	Constriction	11.	More than one nucleus	12.	Mesoderm	13.	Ciliated	14.	Branched	15.	Movement	16.	Giving rigidity	17.	Without nucleus	18.	Cuboidal	
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7.				
8.				
9.				
10.				

- Collect a dice with 1 to 6 number marked as a probability to get an integer in each throwing. If dice is not found then total 6 cards could be prepared with 1-6 marked on them each and could be used as a dice for lottery.
- Dice should roll thrice and that three numbers found will be considered as a round. As for example 3, 6 and 4 are rolled. Then no: 3 character (single layered) from the character list is to be selected as Character 1 in that round. For Character 2, 3+6=9 no. character (columnner) is to be selected, and for character 3, 9+4=13 no. character (ciliated) is to be selected. These are to be written in the particular boxes of the table. Animal tissue or animal cell containing three characteristics is to be written in the box titled 'Tell who I am'. To fill up this column, bold letter names should be selected from particular pages no 33-42 of the text book.
- If animal tissue or cell containing three characteristics is not available then the dice is to roll once again and the character is to be noted roughly in a sheet until the three characters of real animal tissue or cell are found. For example, if even after number 9 character there is no matching, then again the dice has to be rolled, digit 1 is found, and then it is to be observed whether no:10 character matches with any two of the previous three characters to form an acceptable animal tissue or animal cell. In that case, it will be considered as a round.

d) Similarities between characteristics and 'Tell who I am'  (Similarities or dissimilarities to the terminology given in the particular parts of text book not be considered here)	Compatibility in at least 8 out of ten	Compatibility in at least 7 out of ten	Compatibility in at least 2-4 out of ten	Compatibility in only one out of ten	
Total					
<b>Total marks for this assignment:16</b>					

			<ul style="list-style-type: none"> <li>• If no: 18 crosses in this way, then again counting will start from character no: 1. e.g., after no: 16 if the dice rolls 5 then it is <math>16+5=21</math>. But the character limit is upto 18, so for 21, it will be considered as no: 3 character after 18.</li> <li>• Such 10 rounds should be played where any animal tissue or animal cell characteristics must match and that should be written in the given table.</li> <li>• If more than one is found, it is sufficient to write only one animal tissue or cell containing three characters in the box under the column '<b>Tell who I am</b>'.</li> <li>• Exact similar three characters round should not be written more than once. Similar character should not be recognised more than once in a single round. In that case dice should roll again and different character needs to be chosen. But in different rounds, similar character may exist.</li> <li>• Lastly, filled in table is to be submitted as an assignment.</li> </ul>		
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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: 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>1</b> <b>First Chapter :</b> Finance and Business Finance	A financial manager's knowledge of financial management is helpful while making a decision - justify the statement.	Students will be able to - <ul style="list-style-type: none"> <li>● define finance</li> <li>● explain the importance of finance</li> <li>● describe the functions of a financial manager</li> </ul>	The assignment should serially cover the topics mentioned below in a 250 word description <ul style="list-style-type: none"> <li>● Concept of Finance</li> <li>● Importance of Business Finance</li> <li>● Functions of a financial manager:                             <ol style="list-style-type: none"> <li>1) Income or financing decision</li> <li>2) Expenditure or investment decision</li> <li>3) Other decisions</li> </ol> </li> </ul>	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				Concept of Finance	Appropriately explained concept of finance with example	Explained concept of finance with example	Explained concept of finance without example	Partially explained concept of finance	
				Importance of Business Finance	Appropriately explained 4 functions of finance	Appropriately explained 3 functions of finance	Appropriately explained 2 functions of finance	Appropriately explained 1 function of finance	
				Income or Financing Decision	Appropriately explained income decision of finance with example	Explained income decision of finance with example	Explained income decision of finance without example	Partially explained income decision of finance	
				Expenditure or Investment Decision	Appropriately explained expenditure decision with example	Explained expenditure decision with example	Explained expenditure decision without example	Partially explained expenditure decision	
				Other Decisions	Appropriately explained other decisions with example	Explained other decisions with example	Explained other decisions without example	Partially explained other decisions	
				<b>Total</b>					
<b>Total marks for this assignment: 20</b>									
Appropriate - 80-100%, maximum - 70-79%, partial - 50-69%, not appropriate - below 49%									

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

# 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		
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					4	3	2	1			
<p style="text-align: center;">2</p> <p><b>Third Chapter :</b> Time Value of Money</p>	Determining the role of future value of money while taking investment decisions	Students will be able to <ul style="list-style-type: none"> <li>● explain the concept of Time Value of Money</li> <li>● identify the relationship between present value and future value</li> <li>● make investment decision by calculating future value of money</li> </ul>	The assignment should cover the appropriate explanation and proper solutions to the problems in topics mentioned below: <ul style="list-style-type: none"> <li>● explain the concept of time value of money with example</li> <li>● explain future value of money and annual compounding method with example</li> <li>● explain with example the method of calculating future value through compounding more than once in a year</li> </ul> Problem: An employee got Tk. 10 lac taka by selling a piece of land. He	Concept of Time Value of Money	Appropriately explained the concept of Time Value of Money with example	Explained the concept of Time Value of Money with example	Explained the concept of Time Value of Money without example	Partially explained the concept of Time Value of Money			
				Future Value of Money and Compounding method	Appropriately explained Future Value of Money and Compounding method with example	Explained Future Value of Money and Compounding method with example	Explained Future Value of Money and Compounding method without example	Partially explained Future Value of Money and Compounding method			
				Annual Compounding and Compounding more than once in a year	Appropriately explained Annual Compounding and Compounding more than once in a year with example	Explained Annual Compounding and Compounding more than once in a year with example	Explained Annual Compounding and Compounding more than once in a year without example	Partially explained Annual Compounding and Compounding more than once in a year			
				Calculate Future Value of Money by Annual Compounding and Compounding more than once in a year	On the basis of problem properly followed the process and applied formula to calculate the correct future value of money	On the basis of problem properly applied formula to calculate the correct future value of money	On the basis of problem applied formula to calculate the future value of money	On the basis of problem applied formula to calculate the future value of money partially			



			wants to deposit the money for 5 years in 2 banks. He will deposit in one bank Tk.6 lacs and in another bank Tk. 4 lacs. When approached to X Bank and Y Bank for this, X Bank offered 9% annual compounding profit and Y Bank offered 8.5% weekly compounding profit. In this situation he is confused about which amount of deposit in which bank will give him more benefit. Give logical advice to him for making an investment decision	Make Investment Decision	Made the right decision based on the result of mathematical calculation and proper explanation	Made the right decision on the result of mathematical calculations	Made the right decision without mathematical calculation and any explanation	Made the wrong decision without mathematical calculation and any explanation		
									<b>Total</b>	
<b>Total marks for this assignment: 20</b>										

Appropriate - 80-100%, maximum - 70-79%, partial - 50-69%, not appropriate - below 49%

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
01  <b>Chapter One:</b> Civics and Citizenship	Analyse the existing family system and the functions of an ideal family in Bangladesh	Students will be able to -explain the concepts of family, society, state and government  - explain the relation of the family, ,society, state and government	Students would -take help from textbooks/teachers (through mobile phone/ online);  -take assistance of internet if it is required. -describe the formation of a family; - describe the classification of family; -analyse causes for decreasing joint families and increasing nuclear families; -analyse functions of an ideal family.	<b>Indicator</b>	<b>Rating Scale</b>				<b>Score</b>
					4	3	2	1	
				a) Family and types of the family	Family and the types of the family are explained appropriately.	Family and the types of the family are mostly explained.	Family and the types of the family are partially explained.	Family and the types of the family are not explained appropriately.	
				b) Causes for decreasing joint families and increasing unitary Families	Causes for decreasing joint families and increasing unitary families are explained appropriately.	Causes for decreasing joint families and increasing unitary families are mostly explained.	Causes for decreasing joint families and increasing unitary families are partially explained.	Causes for decreasing joint families and increasing unitary families are not explained appropriately.	
				c) Functions of an ideal family	Functions of an ideal family are explained /analyzed appropriately.	Functions of an ideal family are mostly explained/ analyzed.	Functions of an ideal family are partially explained/ analyzed.	Functions of an ideal family are not analyzed appropriately.	
				<b>Total</b>					
<b>Total marks for this assignment: 12</b>									
Appropriately- 80-100% Mostly- 60-79% Partially- 40-59%									

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

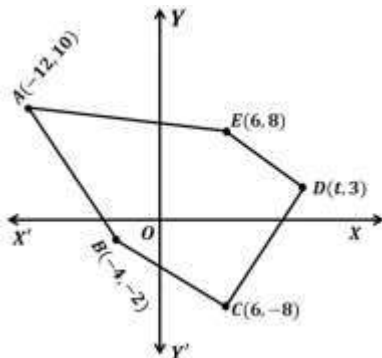
Subject Code: 126

# 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																																														
<b>01</b>  <b>Chapter 11:</b>  Coordinate Geometry	<p><b>The solution of the polygon related problem by using coordinate Geometry.</b></p> <div style="text-align: center;">  </div> <p>In the figure, A(-12,10), B(-4,-2), C(6,-8), D(t,3), E(6,8) are the vertices of a pentagon and vertices are arranged in anticlockwise order.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the rectangular Cartesian coordinate system.</li> <li>• Find the distance between two points.</li> <li>• Explain the concept of slope (gradient) of a straight line.</li> <li>• Find the equation of a straight line.</li> <li>• Determine the area of a triangle using coordinate system.</li> <li>• Find areas of triangular and quadrangular regions by measuring the lengths of the sides.</li> </ul>	<p><b>Students will answer the question in the following manner:</b></p> <p>a. Determine the angle that line connecting the points B and E form with the positive side of the x-axis.</p> <p>b. If the area of pentagon ABCDE is 236 square units then determine the coordinate of D.</p> <p>c. If the coordinate of the point F is (-2,4) then draw the quadrilateral ABCF considering any unit and determine the characteristic of quadrilateral.</p> <p>d. If the two points P(h,k) and Q(k,h) lies on the lines AB and AE then determine the equation of straight line PQ.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 5%;">Indicator</th> <th colspan="4" style="text-align: center;">Rating Scale</th> <th rowspan="2" style="width: 5%;">Score</th> </tr> <tr> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>a</b></td> <td></td> <td></td> <td style="text-align: center;">Found the value of angle</td> <td style="text-align: center;">Determined the slope</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>b</b></td> <td style="text-align: center;">Determined the coordinate of the point D</td> <td style="text-align: center;">Determined the area and found the equation.</td> <td style="text-align: center;">Determined the area in terms of t.</td> <td style="text-align: center;">Wrote the formula of area by the vertices of the pentagon.</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>c</b></td> <td style="text-align: center;">Name of ABCF quadrilateral</td> <td style="text-align: center;">Found the length of the sides and diagonals.</td> <td style="text-align: center;">Found the length of one side or one diagonal.</td> <td style="text-align: center;">Drew the quadrilateral ABCF properly.</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>d</b></td> <td style="text-align: center;">Determined the equation of the line PQ.</td> <td style="text-align: center;">Determined the coordinate of the points P and Q.</td> <td style="text-align: center;">Determined the equation of the lines AB and AE.</td> <td style="text-align: center;">Determined the equation of the lines AB or AE.</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>			Found the value of angle	Determined the slope		<b>b</b>	Determined the coordinate of the point D	Determined the area and found the equation.	Determined the area in terms of t.	Wrote the formula of area by the vertices of the pentagon.		<b>c</b>	Name of ABCF quadrilateral	Found the length of the sides and diagonals.	Found the length of one side or one diagonal.	Drew the quadrilateral ABCF properly.		<b>d</b>	Determined the equation of the line PQ.	Determined the coordinate of the points P and Q.	Determined the equation of the lines AB and AE.	Determined the equation of the lines AB or AE.		<b>Total</b>						<b>Total marks for this assignment: 14</b>						
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09-10	Very good
07-08	Good
00-06	Needs improvement