

**ROYAL CIVIL SERVICE COMMISSION
BHUTAN CIVIL SERVICE EXAMINATION (BCSE) 2019
EXAMINATION CATEGORY: B.ED. GRADUATES**

PAPER I: ENGLISH FOR B.ED. DZONGKHA GRADUATES

Date	: October 11, 2019
Total Marks	: 100
Writing Time	: 3 hours
Reading Time	: 15 minutes (prior to examination time)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

1. Write your Registration Number clearly and correctly on the Answer Booklet.
2. The first 15 minutes is to check the number of pages of the Question Paper, printing errors, clarify doubts and to read the instructions. You are NOT permitted to write during this time.
3. This paper is divided into four sections:
 - ❖ Section A – to assess writing skills
 - ❖ Section B – to assess comprehension skills
 - ❖ Section C – to assess language and grammar skills
 - ❖ Section D – to assess précis writing skills

All sections are compulsory.

4. All answers should be written on the Answer Booklet provided to you. Candidates are not allowed to write anything on the question paper. If required, ask for additional Answer Booklet.
5. All answers should be written with correct numbering of the Section and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating the correct Section and Question Number will NOT be evaluated and no marks will be awarded.
6. Begin each Section on a fresh page of the Answer Booklet.
7. You are not permitted to tear off any sheet(s) of the Answer Booklet as well as the Question Paper.
8. Use of any other paper including paper for rough work is not permitted.
9. **You are required to hand over the Answer Booklets to the Invigilator before leaving the examination hall.**
10. This paper has **9 printed pages**, including this instruction page.

GOOD LUCK!!!

Section A: Writing

Given below are three questions. Write an essay in about 800 words in response to any ONE of the questions. (30 marks)

The essay will be assessed using the following criteria:

- *Thought and content development: 15 marks*
- *Communicative competence and vocabulary: 10 marks*
- *Grammatical accuracy and variety: 5 marks*

1. The study of language and culture is no longer a useful subject in the 21st century. Bhutanese citizens should focus instead on becoming doctors, engineers or businessmen.

Do you agree or disagree with this statement?

2. Tourism is a major contributor to the Bhutanese economy. What are some of the positive and negative effects that tourism has had on our country, and what are some measures that the government can take to develop the sector?
3. Bullying in schools can have a damaging impact on our youth and society. Who bears the responsibility for this issue, and what are some measures that can be taken to make our schools and public spaces safe from bullying?

Section B: Comprehension

Direction: Read the passage given below and answer the questions that follow according to the instructions given:

Creating a climate for caring

A climate in which caring relations can flourish should be a goal for all teachers and educational policymakers. In such a climate, we can best meet individual needs, impart knowledge, and encourage the development of moral people. Every teacher is a moral educator, and social/moral issues should be discussed in every class as they arise. A climate of care and trust is one in which most people will want to do the right thing, will want to be good. We need to spend time in our classrooms talking about the moral problems we all face - the temptation to cheat, to feel envy, fear, anger - and ways to manage them.

In discussing moral education today, as mentioned earlier, some psychologists put great emphasis on empathy. The idea is to encourage children to learn to 'read' and respond appropriately to the feelings of others. There are at least two cautions for teachers to observe in teaching empathy. The first, noted before, is that the idea of empathy is too often interpreted with reference to the self. The person supposedly empathising projects herself into the other's situation and asks how she would feel under

those conditions. But the empathy of care ethics is other-oriented, not self-oriented. The second difficulty is that, often, not enough time is spent attending receptively to the other. We are too quick to assume that we know what the other is feeling. Our lack of empathic accuracy is partly a result of self-reference, but even when that mistake is avoided, we simply do not know the other well enough to make an accurate reading.

In talks with teachers about this approach, I am often asked how they can ‘do this’ - establish a climate of care - ‘on top of all the other demands’. My answer is that establishing such a climate is not ‘on top’ of other things, it is underneath all we do as teachers. When that climate is established and maintained, everything else goes better.

The academic demands on teachers today are increasingly misdirected. Standardisation requires the same curriculum for all regardless of interests or aptitudes, with achievement measured quantitatively by test scores. Teacher quality, in turn, is judged by student test scores. Almost explicitly, the aim of education is to gain high test scores. What has happened to the idea that education should help people to find out what they are good at, what they would like to do in life, and how they might live their lives as individuals, friends, parents and citizens?

Change is needed, but it will be very difficult. All over the world, thoughtful educators now emphasise the need to place cooperation over competition. This does not mean to eliminate competition entirely; some competition is both necessary and healthy. At its best, it helps us to improve performances and turn out better products. In the 21st century, however, recognition of our global interdependence and a commitment to cooperation must replace the 20th-century emphasis on competition.

Care ethics endorses this new spirit of global cooperation and advises that we should rethink much of what we do in schools to prepare students for this new world. Academic achievement, for example, should not be evaluated entirely by how much higher one scores than others on a standardised test or by one’s rank as measured by grade-point average (GPA). Yet that is exactly the accepted measure of educational success today in the United States, and students often register for Advanced Placement courses to increase their GPA. It is appropriate that students receive college credit when they pass Advance Placement tests, but why should excellence in such courses gain more high school credit? Why is an ‘A’ in calculus worth more than an ‘A’ in metal shop? We do a disservice to both students when we put a higher value on the calculus grade than an equally well-earned grade in metal shop. The future welder or metal craftsman is warned that his contribution to the world of work is not highly valued, and the calculus student is confirmed in his belief that few people would study calculus without some extrinsic reward. To preserve and enhance our democracy, we must acknowledge our interdependence and teach our young people to appreciate it at both national and international levels. Suppose we stopped awarding extra points for Advanced Placement and Honors courses. Suppose, instead, we called them courses for the passionately interested? That would be a powerful first step in renewing integrity to the search for knowledge.

Two great educational aims are impeded by our continued mode of evaluating students’ achievement by where they stand with respect to their peers. The newly (and wisely) embraced aim of worldwide cooperation is impeded by the fierce competition encouraged in our schools. Most thoughtful people today recognise that nations must work together for global peace and prosperity, but the spirit of 20th-century competition still dominates in our schools. Second, this competitive spirit and the notion that economic motives should drive schooling undermine the richest aims of education: full, moral, happy

lives; generous concern for the welfare of others; finding out what one is fitted to do occupationally. On this last, Dewey said, 'To find out what one is fitted to do and to secure an opportunity to do it is the key to happiness' (1916, p. 308). We give students little help toward this key aim. Instead, we tell them simply to study what we order, go to college, and all will be well.

We need a system of evaluation that considers both assumed needs and expressed needs. There are some things that all students need to know and be able to do, but what are these 'things', and where should they be addressed in the curriculum? Then there are things that individual students want to learn. Well-designed education should help them to discover what they might want to do and help them both to explore areas of interest and to evaluate their own aptitude in an area of choice. A truly useful form of evaluation would tell students and parents how their children are doing on the universal requirements and in the specialities they have chosen. A good system of education would also make it possible for students to try out specialities and change them from year to year. We should seek modes of evaluation that will encourage students to cooperate - to work together to achieve universal competence, to identify and respect a large range of talents, to provide help to students in finding out what they are suited to do. It is counter-productive to continue with modes of evaluation that rank all students from top to bottom on tasks forced on them, on which they have no choice and no opportunity to exercise their individual capabilities.

Nel Noddings, Stanford University, USA

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Question I

(15X1= 15 marks)

For each of the following questions, choose the correct answer and write down the letter of the correct answer chosen in the Answer Booklet against the question number. e.g. 16 (c)

1. The word *counter-productive* means
 - a) highly useful and measurable
 - b) an essential element
 - c) having the opposite of the desired effect
 - d) adequate

2. According to the passage, what do thoughtful educators consider more important than competition?
 - a) opportunity
 - b) religion
 - c) research
 - d) cooperation

3. The word *empathy* means
 - a) the ability to understand and share the feelings of another.
 - b) the same thing as sympathy.
 - c) taking an analytical approach to problems.
 - d) having control over another person.

4. As used in the passage, the word *temptation* means
 - a) being against certain actions
 - b) following rules
 - c) the desire to do something
 - d) possessing positive qualities

5. According to the author, an 'A' grade in a calculus class should be
 - a) worth more than an 'A' in metal shop class.
 - b) worth less than an 'A' in metal shop class.
 - c) equally valuable as an 'A' in metal shop class.
 - d) none of the above

6. The word *impeded* does NOT mean
 - a) obstructed
 - b) supported
 - c) prevented
 - d) blocked

7. "*Empathic accuracy*" can be best defined as
 - a) the accuracy with which a person can understand the thoughts and feelings of another person.
 - b) a measure of a student's intelligence.
 - c) the relative importance of different school subjects.
 - d) the ability to ignore one's own emotions.

8. An *explicit* statement is one that is
 - a) non-existent
 - b) false
 - c) shouted out
 - d) defined clearly

9. "*We give students little help toward this key aim. Instead, we tell them simply to study what we order...*" This method of learning would be an example of
 - a) interactive learning
 - b) rote learning
 - c) visual learning
 - d) new age learning

10. "*We need a system of evaluation that considers both assumed needs and expressed needs.*" In this statement, the author is highlighting
 - a) the importance of teaching the same curriculum to all students.
 - b) the importance of letting students study anything they want.
 - c) the importance of teaching a basic curriculum and also letting students explore other areas of interest.
 - d) none of the above

11. "...they have no choice and no opportunity to exercise their individual capabilities." In this statement, exercise means
- to put to use
 - to engage physically
 - to think about
 - to be unique
12. The opposite of *quantitative* is
- intangible
 - immeasurable
 - numerical
 - qualitative
13. *Ethics* can be defined as
- corruptive practices
 - moral principles
 - legal contracts
 - emotional expressions
14. Which of the following statements can be reasonably inferred from the passage as a whole?
- Psychologists care a lot about morality and ethics, but it is irrelevant in the area of education.
 - Empathy is hard to define, so teachers should worry less about the emotional and mental health of their students.
 - Academic achievement should not be the only focus of school education.
 - Although test scores are not accurate measures of intelligence, we should continue using them as the dominant method of evaluating student performances.
15. The word *disservice* means
- refusal
 - exceptional
 - neutral
 - harmful

Question II

(20 marks)

Read the following questions carefully and answer them briefly in your own words.

- In an educational climate where caring relations can flourish, what are the three benefits that we can achieve? **(3 marks)**
- According to the passage, what are the noble aims of education that are undermined by emphasizing competitiveness and economic motives? **(4 marks)**

3. “*We need a system of evaluation that considers both assumed needs and expressed needs.*” Based on your reading of the paragraph from which this quote is extracted, what is the definition of assumed needs and expressed needs? (4 marks)
4. According to the passage, what are the two cautions that teachers must observe when teaching empathy? (4 marks)
5. Do you agree that education systems should not place huge importance on test scores? Explain why or why not. (5 marks)

Section C: Language and Grammar

Read the directions to the following questions carefully and answer them. (15 marks)

Question I (5X1=5 marks)

For each of the questions choose the correct answer and write down the letter of the correct answer chosen in the Answer Booklet against the question number. e.g. 6 (c)

1. “You _____ want to ride your bike to school”, my mother suggested.
 - a) will
 - b) shall
 - c) would
 - d) might
2. The young man’s parents would have preferred a more **docile** woman for their daughter-in-law than a know-it-all loudmouth. The antonym for the highlighted word is
 - a) amenable
 - b) wilful
 - c) compliant
 - d) controllable
3. Dorji has a sense of humour _____ his father.
 - a) as
 - b) like
 - c) with
 - d) from
4. The cat was hungry and tired, so it ate all _____ food and fell asleep.
 - a) its
 - b) its’
 - c) it’s
 - d) it is

5. Is it his, hers, yours, or _____?
- a) they
 - b) them
 - c) theirs
 - d) theres

Question II

(5X1=5 marks)

Choose the correct phrasal verbs given in the brackets to complete the sentences below.

1. The rich have to _____ to the poor. (reach out / reach towards)
2. He has ambitions which _____ the mere production of cheap note pads. (go beyond / go over)
3. He was _____ at school because he was smaller than the other boys. (picked at / picked on)
4. As he walked into the room, a group of students _____ to greet him. (came through / came over)
5. I saw the gun in his hand so I _____. (backed off / backed from)

Question III

(5X1=5 marks)

From the two homonyms used in each sentence, underline the noun and circle the verb.

1. All the grains that they had hoarded was lost to a horde of locusts.
2. “You have no right to judge others like that, when you are the one who is accused!” exclaimed the judge.
3. Sonam is an advocate for needy people and unfailingly advocates justice in their favour.
4. It took quite a lot for him to climb the most difficult climb.
5. To escort the girls on their camping trip, the school selected two female teachers as their escorts.

Section D: (Précis writing)

Given below is an extract of approximately 292 words. Read the extract carefully and write a summary keeping in mind the following: (20 marks)

- *Your summary should be written in one paragraph.*
- *Your summary should include the main points.*
- *The precis must be provided with a short title*
- *Your summary must not exceed 115 words*

No matter how orderly the school or good the “control”, tension exists between students and teachers - just as it exists in any situation where interaction is an hourly activity. The students are in same-age groups, reinforcing both the best and worst of young adolescents. Teachers work with over 100 students each day, and all teachers, no matter how experienced, and talented, will experience bad days and encounter students who confound, puzzle and trouble them.

Some students consistently please us and others, just as consistently challenge and frustrate us. No matter how good our efforts, we will lose some along the way, some dramatically to death or prison; others will simply fade into oblivion and soon as the law permits them to leave school. Apathy and alienation are real and take varying forms.

Some students do absolutely nothing and bother no one. They do not open books or bring writing materials to class. No amount of teacher effort can encourage them to participate. Other students can be physically threatening and verbally abusive, despite the fact that a teacher has done nothing to provoke such a response. You will experience these students in both inner-city schools and in rural or suburban areas. Why? Because in many schools and classrooms, students have not been part of the teaching and learning process: teachers have centered instruction around themselves rather than around their students. Further, until recently, school curricula have focused on college-bound students. The tightly controlled classroom and curriculum appear to some students to be artificial, irrelevant, and exceedingly boring. Sitting in rows while one or two students recite what the teacher already knows or filling in worksheets or end-of-chapter questions sends at-risk students into their own world, into the role of the outsider.

TASHI DELEK