

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

PAPER I: ENGLISH FOR B.ED. GENERAL 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 skillsAll 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 the 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 topics. Write an essay in about 1000 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. In the past moral values and self-discipline were the norm, but they are now scarce in today's generation which is indeed a huge concern. So, what can be done to prevent the already worsening situation from getting any further out of hand?
2. Teachers often assume that if they are using interactive whiteboards, projectors or electronic tablets in their classroom, then they are practicing 21st learning century education. While these technologies can certainly be included in the 21st century learning, hardware and software have very little to do with best practices. As an aspiring teacher, what according to you are some of the best educational practices to prepare young people to fulfil their potential in a rapidly changing world?
3. Studies all over the world indicate that teachers and parents must both contribute equally to provide a vital support system to help students flourish. Discuss how parents and teachers in Bhutan can collaborate to significantly impact students' success.

Section B: Comprehension

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

SEVEN GLOBAL CHALLENGES FOR 21ST CENTURY EDUCATION

The world population has quadrupled since World War II (from two to nearly eight billion). Artificial intelligence now effectively has the computing power of a human brain. We are exhausting over 150% of the planet's biocapacity. Globalization and social media have made the world far more accessible than ever before, while at the same time growth in income disparity and new forms of terrorism have further created separate *enclaves* in the planet's population.

The world of today is one of "VUCA" (volatility, uncertainty, complexity and ambiguity). Society would appear unrecognizable (at least technically) to our great-grandparents. And the intuitive response is that the education we are providing for young people should, therefore, change radically.

As we approach the first quarter of the 21st Century, schools, universities, industries and society at large are asking fundamental questions about education. Whether you like it or not, we are in a paradigm-shifting age where technological, demographic, social, environmental, economic and political shifts are forcing us to redefine what our educational structure should be.

The discussion has also widened from the inner circles of curriculum experts and researchers in education to the broader public: discourses run amok from academics, neuroscientists, Ted Talk spin doctors to sound bites from politicians, celebrities and CEOs.

WHAT IT MEANS TO BE AN EDUCATOR

At the centre of this whirlwind is the young person looking into the midst of the future. In each child, there is the promise of the powerful, ethical, creative, critical and engaged adult she or he will become.

What a privilege to educate but what a responsibility too. The decisions we take as instructors can help shape not only learners' confidence but the way they act for the future of humanity. Just as the educator nurtures knowledge, skills and dispositions in the learner and helps her along the path to maturity, so should the educator open her mind to the world with the fresh perspectives of youth. We could dynamically reconceptualize so much of the world's present and future in game-changing ways if adults could embrace the vibrancy, curiosity, hope and thirst for opportunity that characterizes growth mindsets as opposed to the fixed mindset of closure and judgement that, unfortunately, distinguish so much of the adult world.

A thread that runs through this book is a series of snapshots and stories of young people that I've worked with in my career as a teacher and a head of school. These voices, anonymized, remind us that discussions about the future of education must involve those it implies, those who will carry the present into the future, those with dreams for the future. I say this because many forecast studies are all doom and gloom and come from generations that will not be on the planet to live through the countless catastrophes that loom on the horizon. We need to think about the future with wonder and appetite, not fear and regret.

SEVEN CHALLENGES

EDUCATION CHALLENGE ONE: MINDFULNESS

In many so-called developed countries and most schools, human beings are complaining about high levels of stress as they carry out hyperactive lifestyles that can become unhealthy and compulsive. This has led to some responses, especially in schools, in the area of Mindfulness. What are schools doing and should they be doing to promote happy, focused calm and appreciative people and how well does the Mindfulness movement stand up to this challenge?

Part of this chapter looks, critically, at new-age attempts to spiritualize life through meditative practice while avenues that can lead to an equally and possibly far more mindful lifestyle are relatively simple and have been embedded in school programs for years.

The areas of sports and arts can very well have the effect of allowing the mind to gain focus and stress levels to drop. We must sensibly mediate the interference of new technologies in the average person's life.

EDUCATION CHALLENGE TWO: SINGULARITY

The machines that humans have built and the algorithms that drive them are challenging the uniqueness of some of the essential constituents of human intelligence. Human beings, including young people, appear increasingly attached to devices and dependent on them. What are the implications for education?

The chapter grapples with definitions of intelligence, both human and artificial, and explores how human beings are operating socially and cognitively alongside algorithms and how this might happen in the future. Artificial intelligence implies that some areas of human activity can be outsourced by machines whereas others cannot. This leaves a space for schooling to develop those facets of humanity that are uniquely human and cannot be taken over by artificial intelligence.

EDUCATION CHALLENGE THREE: TERRORISM

International terrorism has become a global problem. Few societies feel entirely sheltered from the risk of an attack whilst a climate of fear, mistrust and *xenophobia* grows in response to these attacks. How can schools work with young people to face the problem of terrorism and, hopefully, reduce it?

An educational approach to terrorism must incorporate not only awareness of what terrorism is and why it exists, but the more subtle underpinning areas of identity and faith that are ultimately determining factors in the conversion of moderate people into terrorists. I argue that the spiritual vacuum created by a secular Western approach to life if left unattended can be colonized quite easily by fundamentalists.

On the side of victims or potential victims of terrorism, the chapter discusses steps that institutions can take to enhance security and support the community with coping mechanisms in the aftermath of an attack.

EDUCATION CHALLENGE FOUR: SUSTAINABILITY

We are depleting the planet's biocapacity at an exponential rate. If current behaviors do not stop soon, we will quickly exhaust our planet's resources, and human beings will face a level of resource scarcity that will make life intolerable if not impossible. What can schools do to slow down this time bomb?

Such a situation, probably the most urgent for our planet, even if the behavior continues to suggest that biological extinction. It is a distant and abstract possibility, requires a deep-seated emotional and intellectual approach to ensure that sustainable action is rooted in a long-term, lifelong attitude to profound change.

I argue that we have to design learning experiences that ensure that young people love and respect nature while further understanding the valuable, erstwhile neglected knowledge and appreciation of life that we can learn from indigenous cultures. An additional facet of a sustainable education is

making students aware of the local parameters of environmentalism so that they do not fall into the trap of seeing planetary causes as generalized, distant needs while disregarding their immediate surroundings.

EDUCATION CHALLENGE FIVE: POST-TRUTH POLITICS

Political developments in the middle of the first quarter of the 21st Century have led some to argue that truth does not mean what it used to, that we are entering a type of post-truth era where communications strategies supersede the verity of what is being discussed. I argue that while it is true that 21st Century democratic politics seems to be saturated in some areas, at the core of it, things have not changed that much since rhetoric, oversimplification and deception have been standard tools for political gain as far back as we can think.

We should, nonetheless, be careful about how we grapple with information in the 21st Century: there are approaches to knowledge construction that are essential in an age of sound bites and alternative, often false positions broadcast on social media.

EDUCATION CHALLENGE SIX: KNOWLEDGE IN THE 21ST CENTURY

Because of new technologies and the way that knowledge is made available and distributed in the 21st Century, some believe that we need to rethink what is taught in school entirely and perhaps teach less content, opening more time and opportunities for skills development. This debate is more and more acute, and I grapple with it by pointing out some essential features of knowledge that cannot be glossed over. I argue that knowledge in the 21st Century is more necessary than ever and that, on the contrary, skills over knowledge discourses, depending of course on how they are construed, tend to be misguided.

The chapter goes further than this by pointing out where knowledge could be salient for the needs of our times in the humanities and literature. I grapple with the ideologically sensitive issue of a canon and how to situate non-Western experiences and cultural representations in a world canon that transcends WASP, DWEM and Western archetypes without discarding them or attempting to belittle their centrality, for central they are.

EDUCATION CHALLENGE SEVEN: CHARACTER

At the core of any response to the global challenges that face us is the age-old question of a person's character: the moral fiber that will determine the scope and style of their response to any given situation. Today's world is fast changing and uncertain and therefore requires a particularly developed level of resolve and sturdiness.

You can determine character through three core concepts: discipline, ethics and emotional intelligence. I flesh these out in this chapter as I address questions related to mastery and determination.

(source: <https://www.internationalschoolparent.com>)

Question I

(5X1=5 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. 6 (a)

1. The word *enclaves* in the first paragraph is used as
 - a) a noun
 - b) a verb
 - c) an adverb
 - d) an adjective

2. *A thread that runs through this book...* This phrase means
 - a) the gist of his book.
 - b) the topic of his book.
 - c) the common theme of his book.
 - d) the explanation of his book.

3. What is the meaning of the word “xenophobia”?
 - a) Fear of god.
 - b) Fear of jealousy.
 - c) Fear of foreigners.
 - d) Fear of technology.

4. Why has the world become far more accessible than before?
 - a) Due to globalization.
 - b) Due to social media.
 - c) Due to artificial intelligence.
 - d) Due to both globalization and social media.

5. Being careful about how we grapple with information in the 21st century means...
 - a) ignoring media.
 - b) taking news as it is reported.
 - c) not believing what is reported in media.
 - d) looking at approaches to knowledge construction.

Question II

(30 marks)

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

(6X5 = 30 marks)

1. In what ways is it a privilege as well as a responsibility for teachers to educate the youth?

2. Mindfulness seems to be helpful in most schools of the so-called developed countries. Why should mindfulness be promoted and in addition what can be done to have a similar outcome?

3. How can learning experiences be designed to prevent our planet's resources from getting exhausted?
4. According to the author, content should be taught less and focus should be more on skills development. Do you agree with the author? Elucidate.
5. What are the three core concepts through which a person's character can be determined? Based on your experience, elaborate at least one core concept to show how this particular concept is necessary in determining a person's character.
6. From the seven global challenges for 21st century, which according to you is the most difficult to achieve and why?

Section C: Grammar and Language

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

Question I (5X1 = 5 marks)

From each pair in parentheses, choose the word that will make the sentence correct.

1. If we drive any (farther, further) tonight, we will be too tired to continue driving tomorrow.
2. The wine (complemented, complimented) the fish perfectly.
3. The judge and the jury are personally (uninterested, disinterested) in the outcome of the case.
4. I tried to (illicit, elicit) information from my interviewees.
5. From what he said, I was able to (infer/imply) that he did not understand the situation.

Question II (5X1 = 5 marks)

For each of the following questions, choose the most suitable answer and number it. e.g. 6 (d)

1. Whether we understand it, like it or _____ it, it now conditions virtually every aspect of our lives.
 - a) loath
 - b) loathe
 - c) accept
 - d) stick to

2. My students have never shown an interest in music, much to my_____.
 - a) chagrin
 - b) delight
 - c) happiness
 - d) contentment

3. These days many Bhutanese tend to _____ toward Australia due to better remuneration.
 - a) steer
 - b) cascade
 - c) gravitate
 - d) plummet

4. The make-up reflects light and gives the skin a _____ glow.
 - a) inky
 - b) leaden
 - c) stimulating
 - d) scintillating

5. Its bright scarlet fruits are _____ in late autumn.
 - a) meticulous
 - b) contiguous
 - c) conspicuous
 - d) promiscuous

Question III

(5X1 = 5 marks)

Identify the correct form of the verb in parentheses in each of the following sentences.

1. A theory of Physics (ascertain, ascertains) that a body in motion stays in motion.
2. Either Pema or one of the children (is, are) too loud.
3. Interviews are one way to collect data and (allows, allow) researchers to gain an in-depth understanding of participants.
4. Neither the bears nor the lion (have, has) escaped the zoo.
5. Every man and woman in the lobby (is, are) requested to proceed to the conference room.

Section D- Precis Writing

Given below is an extract from *Sapiens: A Brief history of Humankind* by Yuval Noah Harari.

**Read it carefully and write a precis in not more than 150 words, keeping in mind the following:
(20 marks)**

- *The precis shall be written in one paragraph.*
- *The precis must include the main points.*
- *The precis must be provided with a short title.*
- *The precis must not exceed 150 words.*

Seventy thousand years ago, Homo sapiens was still an insignificant animal minding its own business in a corner of Africa. In the following millennia it transformed itself into the master of the entire planet and the terror of the ecosystem. Today it stands on the verge becoming a god, poised to acquire not only eternal youth, but also the divine abilities of creation and destruction.

Unfortunately, the Sapiens regime on earth has so far produced little that we can be proud of. We have mastered our surroundings, increased food production, built cities, established empires and created far-trade networks. But did we decrease the amount of suffering in the world? Time and again, massive increases in human power did not necessarily improve the well-being of individual Sapiens, and usually caused immense misery to other animals.

In the last few decades we have at last made some real progress as far as the human condition is concerned, with the reduction of famine, plague and war. Yet the situation of other animals is deteriorating more rapidly than ever before, and the improvement in the lot of humanity is too recent and fragile to be certain of.

Moreover, despite the astonishing things that humans are capable of doing, we remain unsure of our goals and we seem to be as discontented as ever. We have advanced from canoes to galleys to steam ships to space shuttles- but nobody knows where we're going. We are more powerful than ever before but have very little idea what to do with all that power. Worse still, humans seem to be more irresponsible than ever. Self-made gods with only the laws of physics to keep us company, we are accountable to no one. We are consequently wreaking havoc on our fellow animals and on the surrounding ecosystem, seeking little more than our own comfort and amusement, yet never finding satisfaction.

Is there anything more dangerous than dissatisfied and irresponsible gods who don't know what they want.

TASHI DELEK