

ROYAL CIVIL SERVICE COMMISSION
BHUTAN CIVIL SERVICE EXAMINATION (BCSE) 2022
EXAMINATION CATEGORY: B.ED. GRADUATES

PAPER I: ENGLISH FOR B.ED. DZONGKHA GRADUATES

Date	: October 7, 2022
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 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 must hand over the Answer Booklet to the Invigilator before leaving the examination hall.**
10. This paper has **10 printed pages**, including this instruction page.

GOOD LUCK!

Section A: Writing [30 marks]

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

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. Private sectors must equally take part in the growth and development of economy of a country. Argue.
2. Is a lesser interesting job with better pay and benefits a good choice? Argue.
3. Young minds are likely to lose the sense of values that their parents had with the change in time. Discuss.

Section B: Comprehension [35 marks]

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

Kids getting older younger: Are children growing up too fast?

(By Katie Bishop)

Social media, pampering parents, increased pressure to succeed – ‘kids these days’ deal with a lot. But is it making them grow up faster or slower than previous generations?

Kids these days don’t get to be kids anymore, say the adults who remember a childhood free from the rules, oversight and digital pressures today’s young people navigate. In some ways, it may be true. The average parent allows their child a smartphone at age 10, opening up a world inaccessible to previous generations, with unlimited access to news, social media and other privileges previously reserved for adults, forcing them into emotional maturity before they reach adulthood.

There’s a term for it: ‘KGOY’ or ‘kids getting older younger’, meaning children are more savvy than previous generations.

Rooted in marketing, the idea is because of KGOY, kids have greater brand awareness, so products should be advertised to children rather than their parents. The theory has been around since the noughties, and ever since, experts have attempted to prove out the early demise of childhood by pointing to causes ranging from the age at which they get a smartphone, to the fact that kids are now watching more adult television programmes, to the problem of teenage girls being pressured to think about their appearance due to greater exposure to beauty ideals on social media.

Yet though many worry that kids may seem to be growing up too quickly, there's also evidence that they could, in fact, be maturing more slowly. Gen Z are consistently reaching traditional markers of adulthood such as finishing education and leaving home later than previous generations, and studies have shown that teenagers are engaging in 'adult' activities such as having sex, dating, drinking alcohol, going out without their parents and driving much later than previous generations.

Technology may be exposing kids more, making them intellectually savvier. Yet whether they are actually growing up more quickly may be a matter of perspective. It may also be time to update what we think of as the milestones of maturation, and what it really means to grow up fast.

What is childhood?

To understand how we measure growing up, it's important to think about what most people mean by "childhood" and "adulthood". Excluding biological measures such as when children hit puberty, our understanding of childhood is largely a social construction. People have different views of what it means depending on when and where they've grown up, making it difficult to measure or quantify.

In most countries, people are considered adults from the age of 18, but this varies. In Japan, you are legally a child until you are 20, while in other countries such as Iran, individuals as young as nine years old can be treated as adults in law. Definitions of childhood have also varied historically: in the 19th Century, it was common for children under the age of 10 to work, and the idea of being a "teenager" didn't really exist until the 1940s. Before then, adolescents were simply seen to transition straight from childhood to adulthood.

How, then, do we understand the idea of growing up more quickly – and is it really the case? "The basic stages of children's development aren't changing," says Shelley Pasnik, senior vice president and director of the Center for Children and Technology, a research group based at the Education Development Center, New York. "The external world is constantly shifting, but children's cognitive and emotional milestones stay the same.

And Pasnik points out, it's difficult to measure and quantify the idea of "growing up" in a social and cultural sense. There are so many cross-cultural, linguistic and developmental aspects to childhood that it's almost impossible to pinpoint any one thing as being the primary influence on how quickly children grow and age.

There's also evidence people tend to idealise their own childhood, imagining it as a more carefree and happy time. It's possible adults who complain that children today are maturing more rapidly may well be comparing them to a skewed and nostalgic view of their own youth that doesn't quite compare to reality.

'Media-delivered ideas'

"What has changed is [kids'] exposure to information," says Pasnik, "through video platforms to caregiver phones; social media platforms and interactive speakers with unlimited capacity to push content." Children are now constantly getting what Pasnik calls "media-delivered ideas" – content aimed at adults and viewed mostly over the internet – much sooner than previous generations.

“There is increased exposure to violent or sexual content at a younger age, which causes a desensitization and normalization, because children’s brains aren’t fully developed to process this in a way that an adult brain can,” says Dr Willough Jenkins, an inpatient director of psychiatry at Rady Children’s Hospital, San Diego. “Of course, part of the exposure is to other people, too. Children can communicate with strangers without supervision, which leads to an increased risk of cyberbullying or adult conversations that they are not equipped to handle.”

There is increased exposure to violent or sexual content at a younger age, which causes a desensitization and normalization – Willough Jenkins

All of this, says Pasnik, can lead to children confronting adult realities before they are developmentally ready to do so – something that is often interpreted as ‘growing up too quickly’.

Jenkins is quick to point out, however, that technology is neither bad nor good, and that there’s plenty of scaremongering around youth’s increased access to social media. It’s an oft-cited anecdote that in previous generations parents worried about their children watching television, and now social media has become the new societal ill for people to fear.

In fact, exposure to content not available to previous generations can be a good thing. Technology enables children to independently seek knowledge and to think critically, due to their access to a wider range of sources. For children in remote areas, the ability to find more knowledge and social connections outside their immediate family can be invaluable, as can accessing support and community for minority groups.

Or staying young longer?

Technology is far from the only social force affecting how children develop, and at what pace. Over the past few decades, parenting has become more intensive in the US and many other countries, and children today can expect more structured play, extracurricular activities and parental than previous generations.

The topic of how this affects children is hotly debated – one argument is that heightened expectations placed on children to optimise their time in adult-like ways lead to unnecessary stress (and a loss of an important, carefree stage of childhood), while another argument is that they lead to a generation of pampered young adults unable to think for themselves (and a prolonged and unhealthy childhood).

“There’s been quite a bit of discussion especially in recent years, about children’s lives becoming more institutionalized and controlled,” says William Corsaro, a professor emeritus of sociology at Indiana University. He points to hovering parents and children’s involvement in extracurricular activities and lessons outside school, and to “overstate” fears about children’s safety and lower birth rates (meaning fewer at-home playmates) as factors that make children mature more slowly.

This theory is echoed by Jean Twenge in her 2017 book *iGen*. Based on a survey of 11 million US-based young people, Twenge argued that kids born after 1995 are, contrary to much popular wisdom, growing up more slowly, engaging in milestones traditionally considered “adult” far later than their older counterparts.

This is, in part, because smartphones allow children to socialize from their own home, making them less likely to engage in activities such as drinking with peers or sex, but she also points to an evolutionary idea known as ‘life history theory’, which classifies maturation of species into “slow” and “fast” strategies – the safer the environment, the more slowly they have to mature.

Today, in an age of low birth-rates and high life-expectancies, children tend to be closer to their parents and grow up in a safer environment, and thus can mature more slowly. This means that they aren’t pushed towards independence in the same way that children growing up in a fast maturation environment – what previous generations experienced – might be.

In an age of low birth-rates and high life-expectancies, children tend to be closer to their parents and grow up in a safer environment, and thus can mature more slowly

Although something of a wildcard, the pandemic also seems to be exacerbating this trend. Children stayed at home instead of going to school, weren’t able to travel to attend university and were furloughed from the jobs that offered a first taste of independence. By most traditional measures they were unable to grow up at the rate that children just a few years ahead of them had done – yet by other measures they were exposed to uncomfortable truths and social responsibilities such as mask-wearing that forced them to confront the adult world more quickly.

A matter of perspective

Though evidence indicates that in a cultural and social sense children aren’t growing up any more quickly than they ever have, this may be to do with how we understand what it means to grow up.

Viewed one way, children really are growing up more slowly, seemingly kept young by a socially distanced and digital world where their parents are their closest real-life companions. Viewed another way, children are simply showing how it looks to mature in today’s world. In fact it could be easy to argue that a broader view of life outside a hometown and local friendship circles given by technology, or an ability to navigate an online world, is just as valid a set of milestones and markers of growing up as having sex, drinking, driving and moving out of the family home.

Ultimately there are many factors that influence the rate at which children mature, and the circumstances are highly individual. Our understanding of where childhood ends and adulthood begins – and the line that separates them – is blurry, and subjective. Society isn’t static – it’s constantly evolving, and so what childhood looks and feels like is constantly evolving too. Getting ‘older’ might seem more complicated these days, but kids don’t know the difference, just as their parents didn’t know a life without the internet or television or telephones – or whatever it was their own parents worried was making them grow up too fast or slow.

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., 1(c)

1. All the following are true EXCEPT
 - a) Increased exposure to the content in the social media leads kids being insensitive.
 - b) Restrictive and structured environments help children grow faster these days.
 - c) Pandemic is also a cause for taking away children's independence.
 - d) Kids of today are getting older at a very young age.

2. "The theory has been around since the **noughties**."

The meaning of the word **noughties** is

 - a) first misbehaviour done in a life
 - b) first decade of the century
 - c) first few years of childhood
 - d) first few years of marriage

3. According to the author, children's lives are now institutionalized because
 - a) they love playing in an organised manner.
 - b) they make the system
 - c) their activities are organized and designed by parents
 - d) they are exposed to media which gives a wider perspective.

4. 'Technology may be exposing kids more, making them intellectually savvier. Yet whether they are actually growing up more quickly may be a matter of perspective.'
 The overall tone of the above lines is
 - a) Pessimistic.
 - b) Optimistic.
 - c) Skeptical
 - d) Frustrating

5. "*– the safer the environment, the more slowly they have to mature.*"
 The above line means
 - a) Safety of the environment is proportional to maturity.
 - b) Safe environment is equivalent to maturity of a child.
 - c) Safer the environment, lower the maturity of a child.
 - d) Safer environment ensures greater physical growth of a child.

6. 'Viewed one way, children really are growing up more slowly, seemingly kept young by a socially distanced and digital world where their parents are their closest real-life companions.'
 The words 'socially distanced' is an example of
 - a) metaphor
 - b) personification
 - c) oxymoron
 - d) euphemism

7. According to the author, teenager girl feels bent upon living up to the ideals of the beauty because of
- parental influence
 - influence of social media
 - luxurious lifestyle
 - socio-economic growth
8. The above extract is
- narrative
 - argumentative
 - descriptive
 - expository
9. "...they were exposed to uncomfortable truths and social responsibilities such as mask-wearing that forced them to confront the adult world quicker". The antonym of the word 'confront' is
- oppose
 - meet
 - avoid
 - attack
10. Choose the odd one out.
According to the author, children of today's generation
- have lost carefree lives.
 - are technologically savvy.
 - are emotionally immature with technology.
 - have more vibrant social life.
11. "Society isn't static – it's constantly evolving, and so what childhood looks and feels like is constantly evolving too". The word **static** is an example of
- Verb
 - Adverb
 - Adjective
 - Noun
12. "The pandemic also seems to be exacerbating this trend". The synonym of the Word "exacerbate" is
- amplify
 - simplify
 - beautify
 - nullify
13. According to the author, the subjectivity pertaining to the slim difference between childhood and adulthood is closely associated with
- evolving society
 - mindset of children
 - biological differences
 - parental care

14. The author intends to bring awareness on
- protecting the lives of children.
 - saving the childhood.
 - media ill effects.
 - ignorance of the parents.
15. *There is increased exposure to violent or sexual content at a younger age, which causes a desensitization and normalization – Willough Jenkins.* The word “normalization” mean
- Process of being optimistic across all time and space.
 - Process of being casual at all times.
 - Process of being normal despite unwanted artificial behavior.
 - Act of imposing standards.

Question II

(20 marks)

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

- According to the author, “Kids are getting older younger”. Do you agree? Justify your stand with any two reasons. **(5 marks)**
- Suggest any two ways how social media contributes to rob the childhood in the Bhutanese society. **(5 marks)**
- How are we similar to and different in author’s perspective? Cite any one similarity and a difference. **(5 marks)**
- Social construction and parents can play a pivotal role in protecting the childhood. Suggest any two ways. **(5 marks)**

Section C: Language and Grammar [15 marks]

Read the directions to the following questions carefully and answer them.

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)

- He asked me what I _____ with the paintbrush.
 - have been doing
 - had done
 - have done
 - will do

2. I have no experience, so I'm _____ a disadvantage when it comes to job interview.
 - a) at
 - b) for
 - c) with
 - d) in

3. *"Sweet are the uses of adversity, which, like the toad, ugly and venomous, wears yet a precious jewel in his head."*
 The above is an example of
 - a) Interrogative sentence.
 - b) Declarative sentence.
 - c) Imperative sentence.
 - d) Exclamatory sentence.

4. *To eat a sumptuous and healthy meal is my desire that I live by.* "To eat" is a
 - a) verb
 - b) subject
 - c) adjective
 - d) predicate

5. Choose the correct sentence.
 - a) Having jumped up, the cat pounced.
 - b) The cat pounced when the mouse jumped up.
 - c) Having jumped up, the cat pounced the mouse.
 - d) Having up jumped the cat, the mouse pounced.

Question II

(5X1 = 5 marks)

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

1. The convict is trying to _____ (make up / make out) the stories.
2. The convention was _____ (called up/ called off) due to pandemic.
3. The speaker _____ (hung off / hung up) on me.
4. Seldon has an emotional _____ (breakdown/break off) today in the gathering.
5. We'll _____ (get to/ get by) with this computer until we buy a new one.

Question III

(5X1 = 5 marks)

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

1. Communicate well else you may lose the communication.
2. The set up of the house for the new couple was elegantly done but later it was set on fire by the miscreants.
3. There is too much polish on the brass but they need to polish the décor.
4. Do not water the lawn as there is enough water.
5. His naive conduct as an intern made others conduct well.

Section D: Précis writing [20 marks]

Read the information given below carefully and write a précis in not more than 100 words, keeping in mind the following:

- *Your summary should be written in one paragraph.*
- *Your summary should include the main points.*
- *The précis must be provided with a short title.*
- *Your summary must not exceed 100 words.*

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes.

An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, and huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley.

Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively underpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives.

TASHI DELEK