

ROYAL CIVIL SERVICE COMMISSION
BHUTAN CIVIL SERVICE EXAMINATION (BCSE) 2023
EXAMINATION CATEGORY: DZONGKHA

PAPER II: ENGLISH LANGUAGE AND CURRENT AFFAIRS

Date	: October 6, 2023
Total Marks	: 100
Writing Time	: 3 hours
Reading Time	: 15 minutes (prior to writing time)

GENERAL INSTRUCTIONS:

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 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 two parts:
 - ❖ Part I has three sections: Section I – Essay Writing
Section II – Letter Writing
Section III – Comprehension
 - ❖ Part II has two Sections: Section IV – Translation
Section V – Current Affairs
4. Section III under Part I and Section IV and V under Part II are compulsory.
5. Specific instructions are provided under each Section separately. Please read the instructions carefully and answer the questions.
6. 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.
7. **All answers should be written with correct numbering of the Part, Section and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating the correct Part, Section and Question Number will NOT be evaluated and no marks will be awarded.**
8. Begin each Section on a fresh page of the Answer Booklet.
9. You are not permitted to tear off any sheet(s) of the Answer Booklet as well as the Question Paper.
10. Use of any other paper including paper for rough work is not permitted.
11. **You must hand over the Answer Booklet to the Invigilator before leaving the examination hall.**
12. This paper has **7 printed pages**, including this instruction page.

GOOD LUCK!

PART I

Section I: Essay Writing [25 marks]

Write an essay of about 300-350 words on any ONE of the following topics (Question 1-2)

(You will be awarded marks for your knowledge on the subject, analytical ability, orderly and coherent presentation of ideas, appropriate use of style, and accuracy of spelling, punctuation and grammar)

Question 1

What are the factors contributing to the decline or disappearance of traditional festivals and celebrations in Bhutan? How can Bhutan preserve and safeguard these cultural traditions for future generations?

Question 2

“Bhutan made a notable success by securing the championship title in the fiercely contested Five Nations Championship by the Bhutan Basketball team”

Some people think that Bhutan should intensify its effort to engage in international events as it can bring nations together while others think that they are waste of money as the money could be spent elsewhere in more important issues. Discuss on both these views and give your own opinion.

Section II: Letter writing [20 marks]

Write a letter of at least 150 words on any ONE of the following situations [Question 1-2]

Question 1

You are Tshering, studying at Sherubtse College, Trashigang. Write a letter addressed to Dasho Dzongda, Trashigang, urging him/her to take specific actions to combat environmental challenges in your community. Choose an environmental problem that is prevalent in your area and propose practical and feasible solutions that can make a positive impact.

Question 2

You are Norbu Thayee, the School Captain of Meto High School, Thimphu. You intend to organize an annual cultural tour for a team of student leaders to visit the National Museum, Ta-Dzong Paro. Write a letter to the Director, National Museum, Paro seeking approval for the visit. Clearly state the purpose of the tour, the required assistance from the museum staff, and the number of participants who will be taking part in the visit.

Section III: Comprehension [20 marks]

Read the passage below and then answer the questions that follow.

(Marks will be awarded for your ability to understand, analyze and express thoughts clearly)

The Nature of Resilience

The research on resilience, drawing from sources such as studies on school effectiveness as well as ethnographic investigations that incorporate the perspectives of youth, families, and teachers highlights certain aspects of family, school, and community environments that can counteract anticipated negative outcomes. These factors, often referred to as "protective factors" or "protective processes," can be categorized into three main groups:

CARING RELATIONSHIPS

The presence of at least one caring person - someone who conveys an attitude of compassion, who understands that no matter how awful a child behave, will understand that the child is doing the best he or she can give his or her experience to provide support for healthy development and learning. Werner and Smith's (1989) study, covering more than 40 years, found that, among the most frequently encountered positive role models in the lives of resilient children, outside of the family circle, was a favorite teacher who was not just an instructor for academic skills for the youngsters but also a confident and positive model for personal identification. Furthermore, as the research of Noddings (1988) has articulated, a caring relationship with a teacher gives youth the motivation for wanting to succeed: "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company. It is obvious that children will work harder and do things - for people they love and trust." Even beyond the teacher-student relationship, creating a schoolwide ethos of caring creates the opportunities for caring student-to-student, teacher-to-teacher, and teacher-to-parent relationships. An ethic of caring is obviously not a "program" or "strategy" per se, but rather a way of being in the world, a way of relating to youth, their families, and each other that conveys compassion, understanding, respect, and interest. It is also the wellspring from which flow the two other protective factors.

HIGH EXPECTATIONS

Research has indicated that schools that establish high expectations for all youth--and give them the support necessary to achieve them--have high rates of academic success. They also have lower rates of problem behaviors such as dropping out, drug abuse, teen pregnancy, and delinquency than other schools (Rutter et al., 1979). The conveying of positive and high expectations in a classroom and school occurs at several levels. The most obvious and powerful is at the relationship level in which the teacher and other school staff communicate the message that the student has everything he or she needs to be successful. As Tracy Kidder (1990) writes, "For children who are used to thinking of themselves as stupid or not worth talking to, a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel. She thinks I'm worth something; may be I am'." Through relationships that convey high expectations, students learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism. Schools also communicate expectations in the way they are structured and organized. The curriculum that supports resilience respects the way humans learn. Such a curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives especially those of

silenced groups. Instruction that supports resilience focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experience; and is participatory and facilitative, creating ongoing opportunities for self-reflection, critical inquiry, problem solving, and dialogue. Grouping practices that support resilience promote heterogeneity and inclusion, cooperation, shared responsibility, and a sense of belonging. And, lastly, evaluation that supports resilience focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

OPPORTUNITIES FOR PARTICIPATION

Providing youth with opportunities for meaningful involvement and responsibility within the school is a natural outcome in schools that have high expectations. Participation, like caring and respect, is a fundamental human need. Several educational reformers believe that when schools ignore these basic needs of both students and teachers, schools become alienating places (Sarason, 1990). On the other hand, certain practices provide youth with opportunities to give their gifts back to the school community and do indeed foster all the traits of resilience. These practices include asking questions that encourage critical thinking and dialogue (especially around current social issues), making learning more hands-on, involving students in curriculum planning, using participatory evaluation strategies, letting students create the governing rules of the classroom, and employing cooperative approaches (such as cooperative learning, peer helping, cross-age mentoring, and community service).

Question A

(5X1 marks)

Instruction: Answer the following questions by writing the correct option against each Question Number in your answer booklet. For example, 6 (d).

1. According to the passage, what role does a teacher play in fostering resilience in students?
 - a) An architect of a robust teacher-student bond
 - b) A provider of academic resources and support
 - c) A trusted mentor and archetype for self-identification
 - d) A facilitator of potentials and possibilities for children

2. Schools can convey high expectations that can contribute to resilience among students by
 - a) enforcing stringent rules and regulations
 - b) creating a competitive learning environment
 - c) establishing relationships that convey a sense of worth
 - d) offering excessive rewards for academic accomplishments

3. The inclusion of Tracy Kidder's quote within paragraph 3 serves to underscore the idea that an effective teacher possesses the ability to
 - a) disrupt children's negative self-perception and assumptions
 - b) impart the idea of susceptibility to self-doubt and aggression
 - c) support children to recognize their potential to grow and progress
 - d) dissuade children to pursue advanced academic success and progress

4. How does a curriculum that supports resilience respect the way human learn?
 - a) By offering restricted opportunities for children to learn in the school
 - b) By making children and teacher take delights in each other's company
 - c) By incorporating various perspectives, including those of marginalized groups
 - d) By focusing on specific learning styles to help acquire the intended knowledge

5. Under what circumstances does a school environment tend to foster feelings of alienation?
 - a) When the teachers and students' basic needs are ignored
 - b) When students and teachers are engaged in participatory activities
 - c) When school fail to establish high expectations for their performance
 - d) When schools prioritize the fundamental needs of students and teachers

Question B

(5 marks)

Discuss the significance of conveying high expectations in a school's classroom and organizational structure for fostering resilience. How do these expectations contribute to the development of key resilience traits among students?

Question C

(5 marks)

What are some possible obstacles that might hinder the effective implementation of the three protective factors as strategies to foster resilience within Bhutanese schools?

Question D

(5 marks)

In addition to the three protective factors mentioned, what other elements or factors contribute significantly to the development of resilience in children?

PART II

Section IV: Translation [25 marks]

Read the following passage carefully and translate to English.

(Marks will be awarded for clarity in expression, accuracy and completeness in translation and correctness of spelling, grammar and punctuation).

འབྲུག་རྒྱལ་ཁབ་འདི་ ལྷ་བཤལ་ས་ཁོངས་སྡེ་ཚོང་འབྲེལ་འབྲེལ་ནི་དེ་ལྟམ་གྱི་ཐབས་ལམ་གསར་བཙུགས།

༤ ལྷ་བཤལ་ལས་ཁུངས་ཀྱིས་འབྲུག་རྒྱལ་ཁབ་འདི་ལྷ་བཤལ་གྱི་ས་ཁོངས་ཅིག་སྡེ་ ཚོང་འབྲེལ་འབྲེལ་ནི་དང་མིང་གཏམ་ཡར་བྲག་གཏང་ བེད་ལྷན་ཐབས་འབད་འདོད་ཡོད་མི་རྒྱལ་སྤྱི་ལྷ་སྐོར་ལས་སྡེ་ཚུ་གི་དོན་ལུ་ གོམས་འདྲིས་ལྷ་སྐོར་ལས་རིམ་ཅིག་ དུས་ཅི་སྤྱི་ཟླ་ ༤ པའི་ ཚེས་ ༡ ལས་འགོ་བཙུགས་ལུགས།

ལས་རིམ་དེ་གི་ཐོག་ལས་ ༥ རེས་རྒྱལ་ཁབ་ནང་རྒྱ་གར་ལས་ལྷ་བཤལ་ལས་སྡེ་དོ་ཚབ་ ༤༢ ལྷོད་དེ་ཡོད་པ་ད་ ལྷ་ཚན་འདི་ འབྲུག་ གི་ལྷ་བཤལ་ལས་སྡེ་༥ ཀྱིས་འགོ་འདྲེན་འབྲེལ་སྡེ་གོམས་འདྲིས་ལྷ་སྐོར་ལུ་འོང་ཡོད་པ་ཨིན་པས། ལས་སྡེ་དོ་ཚབ་ཚུ་གིས་ རྒྱལ་ཁབ་ རང་ཡོད་མི་ཟུང་དང་ལྷ་བཤལ་ས་ཁོངས་ཚུ་ནང་ ལྷ་སྐོར་འབད་ཞིན་ལས་ ཁོང་གི་ཚོང་མཚོན་པ་ཚུ་ལུ་འབྲུག་གི་སྐོར་ལས་ རོ་སྤྱོད་ འབད་དེ་ལྷ་སྐོར་ལུ་འོང་དགོ་པའི་སེམས་ལྷུགས་བསྐྱེད་འོང་ཟེར་ ལྷ་བཤལ་ལས་སྡེ་ཅིག་གི་མདོ་ཚན་གྱིས་བཤད་པ་ཨིན་པས།

སྡེ་ཚན་གྱི་འགོ་ཁྲིད་པ་ ར་ཇེས་ཅི་ཅི་རའི་གིས་སྤྲེལ་མའི་ནང་ ཁོ་གིས་འབྲུག་རྒྱལ་ཁབ་ནང་ལྷ་སྐོར་ལུ་འོང་དགོ་པའི་སྐོར་ སྤྱི་ལོ་ ༢༠༠༤ ལས་ར་ ཚོང་མཚོན་པ་ཚུ་ལུ་སེམས་ལྷུགས་བསྐྱེད་བཞིན་དུ་ཡོད་པའི་ཁར་ ལོ་བསྟར་བཞིན་དུ་ལྷ་བཤལ་ལས་༡,༢༠༠ ལས་ ༡,༥༠༠ གི་ བར་ན་ འབྲུག་ལུ་གཏང་དོ་ཟེར་ཨིན་པས། ལྷ་བཤལ་ལས་ཁུངས་ཀྱིས་ རྒྱལ་སྤྱི་ལྷ་བཤལ་ལས་སྡེ་ཚུ་ལུ་ རྒྱུང་མ་གཅིག་མེན་པར་ རྒྱལ་ སྤྱིའི་བདེ་བརྒྱུད་ལས་ཁང་གི་བདེ་བརྒྱུད་པ་ཚུ་གི་དོན་ལས་ཡང་ ལྷ་སྐོར་ལས་རིམ་འགོ་བཙུགས་ལུགས།

གོམས་འདྲིས་ལྟ་སྐོར་ནང་འོང་མི་ཚུ་གིས་ དགོས་མཁོ་དང་འབྲེལ་བུ་རིམ་ཚུ་ཚང་པ་ཅིན་ ཡུན་བརྟན་གོང་འཕེལ་གྱི་འཕུལ་ སྲོད་མ་ དགོས་ཡིན་པས། གོམས་འདྲིས་དང་བད་བརྒྱད་ལྟ་སྐོར་གྱི་དོན་ལུ་ ལྷ་བཤལ་ལས་ཁུངས་ཀྱིས་ ལག་ལེན་གནས་ཚད་ཀྱི་བྱ་བའི་གནད་ སྲོད་བཟོ་ཡོད་མི་དང་འབྲེལ་ རོས་ལེན་འབད་ནི་ཨིན་པས། སྤྱི་ཟླ་ ༤ པའི་ཚེས་ ༡ ལས་ ལས་ཁུངས་ཀྱིས་གོམས་འདྲིས་ལྟ་སྐོར་གྱི་ དོན་ལུ་ ལུ་ཡིག་ ༤༧༠ ཐོབ་ཡོད་མི་ལས་བརྒྱ་ཚ་ ༥༥ གནད་བ་ལྷུ་བ་ལུ་ག།

བྱ་བའི་གནད་སྲོད་དང་འབྲེལ་ཕན་ད་ རྒྱལ་ཁབ་ནང་ཡོད་པའི་ཟ་ཁང་དང་ལྷ་བཤལ་ལས་སྡེ་གར་གིས་ རྒྱལ་སྤྱི་ལྷ་བཤལ་ལས་སྡེ་ཚུ་ལུ་ ཡུན་བརྟན་གོང་འཕེལ་གྱི་འཕུལ་ དགོངས་ཡངས་གཏང་ནིའི་དོན་ལས་ལུ་ཡིག་བཅུ་གས་དགོས་བཞིན་དུ་ གོམས་འདྲིས་ལྟ་སྐོར་ཚུ་གར་ འབྲུག་གི་ལྷ་བཤལ་ལས་སྡེ་དང་ ཡང་ཅིན་ ཟ་ཁང་ཅིག་གིས་སྤྱིན་བདག་འབད་ནི་ ཡང་ཅིན་ མགོན་ཚྭ་འབབ་དགོས་ཨིན་པས། ལྷ་བཤལ་ལས་ཁུངས་ཀྱི་ཚོང་འབྲེལ་གཙོ་འཛིན་གིས་སྤྱོད་མིའི་ནང་ གོམས་འདྲིས་ལྟ་སྐོར་དེ་རྒྱལ་ཁབ་ཀྱི་དོན་ལུ་ དགོས་མཁོ་ཅན་གྱི་ ཚོང་འབྲེལ་ཐབས་བྱས་ཅིག་ཨིན་མ་ལས་ ལྷ་བཤལ་ས་ཁོངས་མཐོང་གསལ་མེད་པར་ལྷ་བཤལ་ཚུ་ལུ་ སེམས་ལྷགས་བསྐྱེད་ཐབས་མེད་ ཟེར་ཨིན་པས། ལས་ཁུངས་ཀྱི་གནས་ཐོ་དང་འབྲེལ་ཕན་ད་ སྤྱི་ཟླ་ ༤ པའི་ཚེས་ ༡ ལས་ འབྲུག་ལུ་གོམ་འདྲིས་ལྟ་སྐོར་ནང་ མི་ ༡༣༠ ལྟོད་ཡོད་པ་ད་ དེ་ཚུ་རྒྱལ་ཁབ་ནང་ལྟོད་མི་ལྷ་བཤལ་པའི་གནས་ཐོ་ནང་ ཚུད་དེ་མེད་པ་ཨིན་པའི་གནས་ཚུལ།

Section V: Current Affairs [10 marks]

Answer ALL 10 questions by writing the correct option against each question number in your answer booklet. For example, 11 (d). Each question carries ONE mark.

1. When was His Majesty King Jigme Khesar Namgyel Wangchuck presented a Special Recognition Award for his leadership in advancing human development and the wellbeing of Bhutanese people by UN Development Program?
 - a) 13 March 2019
 - b) 2 June 2019
 - c) 10 October 2019
 - d) 17 December 2019

2. What does Article 13 of the Constitution of the Kingdom of Bhutan address?
 - a) Passing of Bills
 - b) Political Parties
 - c) The National Assembly
 - d) Formation of Government

3. "The greatest glory in living lies not in never falling, but in rising every time we fall," is a famous quote by
 - a) Steve Jobs
 - b) Barack Obama
 - c) Nelson Mandela
 - d) Martin Luther King

4. World Food Day is observed annually on 16 October to highlight the millions of people worldwide who cannot afford a healthy diet and the need for regular access to nutritious food. The theme for World Food Day 2023 is
 - a) Leave no one behind
 - b) Food standard saves lives
 - c) Water is life, Water is food. Leave no one behind
 - d) Healthy diets for a zero-hunger world

5. Recognized internationally as the sole carbon-negative nation, Bhutan initially made its commitment to carbon neutrality during the COP15 held in Copenhagen in the year
 - a) 2006
 - b) 2009
 - c) 2012
 - d) 2015

6. Who is the author of the book with the title "Married to Bhutan"?
 - a) Karma Ura
 - b) Jamie Zeppa
 - c) Linda Leaming
 - d) Kunzang Choden

7. Among the given options, which pairing of a ministry and its respective minister is inaccurately matched?
 - a) H.E Dechen Wangmo – Ministry of Health
 - b) H.E Ugyen Dorji – Ministry of Home Affairs
 - c) H.E Lok Nath Sharma – Ministry of Energy and Natural Resources
 - d) H.E Dorji Tshering – Ministry of Industry, Commerce and Employment

8. Which leadership style focuses on giving employees autonomy and allowing them to make decisions within their roles?
 - a) Transformational leadership
 - b) Transactional leadership
 - c) Laissez-faire leadership
 - d) Charismatic leadership

9. The Head of the following agency is woman, EXCEPT
 - a. Anti-Corruption Commission
 - b. Cabinet Secretariat
 - c. Dagana Dzongkhag
 - d. Royal Civil Service Commission

10. The following countries are the new countries to be the members of BRICS, EXCEPT
 - a) Egypt
 - b) Iran
 - c) Switzerland
 - d) Saudi Arabia