

**ROYAL CIVIL SERVICE COMMISSION
CIVIL SERVICE COMMON EXAMINATION – 2009
[TECHNICAL CATEGORY]**

PAPER I

ENGLISH LANGUAGE & GENERAL KNOWLEDGE

DATE:	6TH NOVEMBER, 2009
TIME:	9.00 – 11 A.M
DURATION:	2 HOURS
TOTAL MARKS:	70

INSTRUCTIONS TO CANDIDATES

- This paper comprises of **THREE SECTIONS** – **Section I** – Case study, **Section II**- Topical discussion, **Section III** – Multiple choice questions.
- Specific instructions are given for each section separately. So please read the instructions for each section carefully and answer the questions that follow.
- The intended marks are given in brackets.
- Please begin the answer to questions under each section on a fresh page.
- This booklet contains 6 pages.

Date: 06/11/2009

Total Marks: 70

Writing Time: 2 hours

Reading Time : 15 minutes

READ THE FOLLOWING DIRECTIONS CAREFULLY

1. This paper comprises of **THREE SECTIONS** - **Section I: Case Study, Section II: Topical discussion, Section III: Multiple choice questions.**
2. All the questions in Section I and III are compulsory.
3. You are required to answer only **TWO** questions in Section II.
4. Specific instructions are given for the respective sections.
5. The intended marks are given in brackets.
6. Please begin the answer to each section on a fresh page.

SECTION I: Case Study (-30 Marks)

Read the following passage and answer the questions that follow:

Redefining Success*The Age*, 15 January 2008

(Clive Hamilton)

The pressures on teenagers today are immense. Many are convinced that their entire lives will be determined by one number – their ENTER score. A life of success or failure seems to hinge on it.

What a cruel message to send to young people; cruel because it is wrong. Many who do not do well at school or university go on to have highly successful careers. And many who perform brilliantly at school and university somehow end up living obscure and unsatisfying lives.

The pressure on them is particularly intense. I met a mother who said her son did not do so well in one of his VCE exams and attained an ENTER score of 'only' 99.5. Both mother and son were disappointed because he would not get into medicine. Poor boy – his mother is crestfallen, he thinks he's a failure and everyone else thinks he's an ingrate.

When I failed Year 12 the world did not end. I hated school and it showed. I was lucky that I had the chance to repeat Year 12, but I still only scraped into university.

I envied my peers who seemed to know exactly what they wanted to do with their lives and went off and did it. But after a while I realised that they are a tiny minority and even they are sometimes mistaken. Most of us have no good idea of what we want to be or where we want to end up. How can we with so little experience of life?

Nothing is more demoralising than to hear a cocky sports star declare that 'you can achieve anything you want as long as you want it badly enough'. This is manifestly untrue. The implication is that all of those who came second, third or last did not want to win badly enough. And it sends the message to everyone else that if they have not realised their dreams it is because they have failed a test of character.

It takes most people many years to work out who they are and what they should do with their lives. I began to work it out only when I was nearly thirty. Some become stuck in a rut, dug for them at school, and stop asking the question. They may be very successful on the outside but die with a lifetime of regrets.

Far too many students want to get into medicine or law simply because of the status. I have lost count of the number of disillusioned young lawyers I have met who start work at one of the big law firms and soon realise that, for them, hell would be ending up like their bosses.

And next time you visit your GP look into their eyes and ask yourself whether they are feeling it was all worthwhile.

One young woman of my acquaintance, a top maths student at school, was convinced by her parents and teachers she was a natural for engineering. After a semester of loathing engineering she switched to her real passion, primary school teaching, which she loves. Which would you rather be – a miserable engineer or a happy teacher?

I interviewed one woman whose parents were determined she should be a dentist. After one day studying dentistry at university she realised she hated it. But under pressure she persevered and qualified as a dentist. After another five years of looking into people's mouths she said to herself 'I am not going to do this anymore'.

So she summoned her courage, faced up to her parents' disappointment, and abandoned dentistry to retrain as a career counsellor – a pretty good choice for someone who had made such a big career blunder. She gets paid much less but the non-pecuniary rewards are enormous.

In a way, she had to become a dentist before she could figure out what she truly wanted. Many people go through several phases before they work it out. The thing is, there is plenty of time -- forty years or more. Most Gen Y's can expect to have several career changes in a life of work, often interspersed with time out to care for others.

And it's not so much that we have to keep searching until we find the one thing we truly want to be; what we truly want to be may change as we mature. A radical life change does not mean rejecting the past but building on it. The renewal of our calling can be one of the most exciting and enriching aspects of life.

Many young people discover that not getting what they want is the best thing that could happen to them, because they had their hearts set on something for the wrong reasons – parental pressure, money-hunger, fad-following, or sheer ignorance about what certain occupations involve.

Within the first two years of a degree, around a quarter of students change their course or leave university. For many, they are fixing a mistake. Or they may find they are not ready for university life.

This is why a gap year is so valuable. Students who arrive on campus after a year or two of working and travel are no longer exhausted by the trials of the VCE. They have some life experience and know why they are at university.

It is well known that a mature-age student whose entry score was so-so will usually outperform the school leaver with top marks. Taking some time off, studying at TAFE or working for a few years may be the best path to university. Mature students know what they want and have the life skills to make sure they get it.

So for those students contemplating their futures with doubt and anxiety, just remember – there's plenty of time.

Clive Hamilton is an Australian author and public intellectual. In June 2008 he was appointed Professor of Public Ethics at the Centre for Applied Philosophy and Public Ethics, a joint centre of the Australian National University, Charles Stuart University and the University of Melbourne. Dr Clive Hamilton is executive director of The Australia Institute, a Canberra think tank.

Question I. (10 Marks)

What are the “pressures” on teenagers mentioned in the passage?

Question II. (10 marks)

In the Bhutanese context which pressures mentioned are prominent? How do these pressures affect our teenagers?

Question III. (10 marks)

How does the author “redefine success”?

Section II: Topical discussion (20 marks)

Answer any **TWO** questions from the following. Each question carries 10 marks.

1. The recent spate of floods and earthquakes left many parts our kingdom almost paralyzed. However because of the benevolence of our beloved King and the government and also the solidarity shown by the rest of the nation, much of the devastating effects have been mitigated. In the light of these events discuss the complacency of the Bhutanese and the need to be prepared for such eventualities.

2. His Majesty the Fourth Druk Gyalpo is the Fountain Head of many developmental philosophies of which GNH has become a world wide philosophy of development today. How as Bhutanese are we a part of this developmental philosophy?
 3. There has been a lot of news of tensions between China and India in recent times. What may be some of the concerns causing these tensions between the two countries? What may be some of the repercussions of such tensions for the region?
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Section III. Multiple choice questions:(20 marks)

Answer all 20 questions by writing the correct option against each question number in your answer sheet. For e.g. 1(a).

1. In which of the following cities is the head office of the United Nations Development Programme (UNDP) based?
 - a. Nairobi
 - b. Geneva
 - c. Addis Ababa
 - d. New York
 2. In which of the following cities is the head office of the United Nations High Commissioner for Refugees (UNHCR) based?
 - a. Washington, DC
 - b. Geneva
 - c. Montreal
 - d. Rome
 3. Which among the following countries is not a member of the North Atlantic Treaty Organization (NATO)?
 - a. Canada
 - b. France
 - c. Sweden
 - d. Unites States
 4. Who among the following, with another economist, won the Nobel Prize for Economics for 2009?
 - a. James A. Mirrlees
 - b. Paul Krugman
 - c. Elinor Ostrom
 - d. None of the above
 5. Who among the following won the 2009 Nobel Prize for Literature?
 - a. J. M. Coetzee
 - b. Kiran Desai
 - c. Dario Fo
 - d. Herta Müller
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6. What does the Latin word *ex gratia*, used in formal English today, mean?
- authoritatively, from the chair of office
 - retrospectively, after the fact
 - not under any compulsion, as a favour
 - among other things or people
7. Which among the following is not a Gross National Happiness Domain (GNH Domain)?
- Psychological Wellbeing
 - Democracy and Participation
 - Ecology
 - Community Vitality
8. Which of the following words is not used in the Preamble of the Constitution of the Kingdom of Bhutan?
- tranquility
 - justice
 - sovereignty
 - freedom
9. Who was the first European to encounter the Cacao plant from which chocolate is made?
- Vasco Dagama
 - Christopher Columbus
 - Sir Walter Raleigh
 - None of the above
10. To which country does Canary Islands belong :
- Norway
 - Spain
 - New Zealand
 - Portugal
11. Which is Bhutan's highest Peak?
- Gangkar Puensum
 - Jhomo Lhari
 - Kula Kangri
 - Black Mountain
12. The book , " Bold Bhutan Beckons" was written by:
- Dasho Karma Ura & Tashi Wangmo
 - Kunzang Choden & Dorji Wangchuk
 - Tim Fischer & Tshering Tashi
 - Tashi Wangmo & Lyonchen Jime Y. Thinley
13. Which Dzongkhag has the highest literacy rate?
- Thimphu (73.3%)
 - Paro (74.3%)
 - Punakha (74.5%)
 - Trashigang (74.6%)
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14. What was the title of the highest leader in the seventeenth century?

- a. Desid
- b. Je Khenpo
- c. Zhabdrung
- d. Penlop

15. Which Dzong was first named as Sangzab Choedzong?

- a. Semtokha
- b. Punakha
- c. Paro
- d. Gasa

16. Which of the following planets rotates clock wise?

- a. Pluto
- b. Jupiter
- c. Venus
- d. Mercury

17. The General Assembly of United Nations meets

- a. Once a year
- b. twice a year
- c. thrice a year
- d. Once in five years

18. New York is situated on the river

- a. Hudson
- b. Thames
- c. Danube
- d. Tigris

19. Titan is the largest natural satellite of planet

- a. Mercury
- b. Venus
- c. Saturn
- d. Neptune

20. When did Zhabdrung retire from the affairs of the state and enter the final retreat in Punakha?

- a. 1656
- b. 1616
- c. 1651
- d. 1655