

TITLE:

The Undefined Magic of Love  
title doesn't match the theme

PRECIS:

Modern educationist<sup>ones</sup> theorists are more focused toward the negative aspects of interfering with children than positives. If one is able to show affection ~~towards children~~ <sup>children</sup> then they will respond in a good manner. They will even ~~respond~~ accept the restrictions wholeheartedly. Whereas the use of force lead children towards resentment and unwelcomed behavior. Children will never regard any sort of pressure. The desire for children's presence around the give children pleasure. <sup>of teachers</sup> Teachers with this quality will handle children well that even when they ~~will~~ are required to interfere with children, they would do it without causing any ~~the physical/psychological damage~~ damage on their minds.

last sentence has similar issue

incoherent and unclear in meaning

main idea is picked but you are unable to explain in your own words

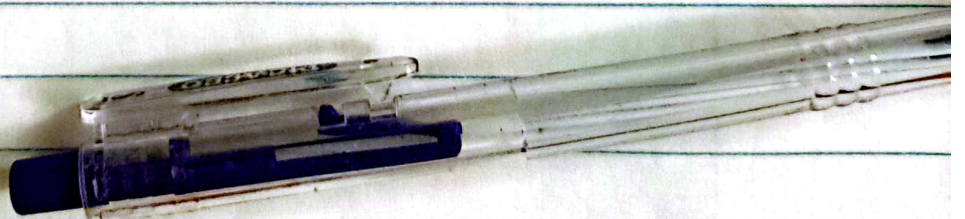
need improvement in expression

over all average content

title is not satisfactory

5/20

(100 words)







FEDERAL PUBLIC SERVICE COMMISSION  
COMPETITIVE EXAMINATION – 2019  
FOR RECRUITMENT TO POSTS IN BS-17  
UNDER THE FEDERAL GOVERNMENT  
**ENGLISH (PRECIS & COMPOSITION)**

Roll Number

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE: (i) Part-II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.

(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.

(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.

(vi) Extra attempt of any question or any part of the question will not be considered.

CSS Times

**PART-II**

CSS Times

Q. 2. Write a précis of the following passage and also suggest a suitable title:

(20)

I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavour, or what amounts to the same thing as an outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage. 158