

FEDERAL PUBLIC SERVICE COMMISSION

COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2014

Roll Number

ENGLISH (Précis & Composition)

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|---------------|---------------|----------------------|-------------------|
| TIME ALLOWED: | (PART-I MCQs) | 30 MINUTES | MAXIMUM MARKS: 20 |
| EXAM HOURS | (PART-II) | 2 HOURS & 30 MINUTES | MAXIMUM MARKS: 80 |

PART-II

- (i) PART-II is to be attempted on separate Answer Book.
- (ii) Attempt all questions from PART-II.
- (iii) Extra attempt of any question or any part of the attempted question will not be considered.
- (iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Question Paper.
- (v) No page/space should be left blank between the answers. All the blank pages of Answer Book must be crossed.

2. Make a précis of the following passage and suggest a suitable heading. (20+2=22)

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility – and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant “God Is Dead” theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions – power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

3. Read the following passage and answer the questions that follow. Use your own language. (20)

In the height of the Enlightenment, men influenced by the new political theories of the era launched two of the largest revolutions in history. These two conflicts, on two separate continents, were both initially successful in forming new forms of government. And yet, the two conflicts, though merely a decade apart, had radically different conclusions. How do two wars inspired by more or less the same ideals end up so completely different? Why was the American Revolution largely a success and the French Revolution largely a failure?

Historians have pointed to myriad reasons—far too various to be listed here. However, the most frequently cited are worth mentioning. For one, the American Revolution was far removed from the Old World; that is, since it was on a different continent, other European nations did not attempt to interfere with it. However, in the French Revolution, there were immediate cries for war from neighboring nations. Early on, for instance, the ousted king attempted to flee to neighboring Austria and the army waiting there. The newly formed French Republic also warred with Belgium, and a conflict with Britain loomed. Thus, the French had the burden not only of winning a revolution but also defending it from outside. The Americans simply had to win a revolution.

Maybe,

Q2: Punctuation

Title: Education and Man's survival.

Maybe, the protection of contemporary man lies to know the use of intelligence gently. The training of human intelligence can be utilized as a tool for concurrent progress and to increase the chances of survival. Human beings without morality and sensitive intelligence are direly a challenge for education system. The precinct of social morality was handed over to religions, and ~~its failure to fulfill~~ ^{it failed} ^{fulfill} this ~~onus~~ ^{has} ~~resulted in theological stance "God Is Dead."~~ ^{to develop} The modern man pays no importance for social morality and sticks on the principle of Machiavelli. It increases the chances of deterioration. Therefore, education has capacity ~~in~~ ^{to develop} developing the human intelligence.