

PRÉCIS

Central Superior Services Examination (CSS) 1972

Step 3: Segmentation (3-6)

Step 4: Headings of Segments

Passage.

Up to a point the Second German War resembled the first. Each began with a German bid for power which almost succeeded in spite of the opposition of France and Great Britain. In each the United States came to the rescue after year of neutrality. Each ended with a German defeat. (But the differences were easier to see than the resemblances. The powers were differently grouped: Italy and Japan were on the German side, Russia was neutral until the Germans attacked across what had been, to begin with, Poland and Baltic States. The second war lasted even longer than the other. It pressed harder on the civilian population. After a period of restraint, perhaps, intended to conciliate American opinion, both sides dropped bombs from the air, without respect for the nature of the targets, wherever the officers concerned expected to cause the greatest effect. In Great Britain 60,000 civilians were killed. Though the Island was not invaded, the population was more directly involved than it was in any former war. Children and others were evacuated from towns into the country. Food supplies ran so short that, at the worst, even potatoes were rationed. Of all the states opposed to Germany, Great Britain was the only one which fought throughout the war. The resources of the nation were concentrated in the war effort more completely than those of any other nation on either side. Labour for women as well as men, became compulsory. Nevertheless, once the war reached its full severity in the west, eight months after it was declared, there was less disunion between classes and interests than in any other five years within living memory. Fighting spread all over the world. The Pacific was as vital a theatre as Europe. Scientists, especially Physicists, made revolutionary discoveries during the war, not only in the fields of weapons and defense against them, but in supply, transport, and control in action. Strange to say the fight services suffered fewer casualties than in 1914-18: 300,000 of the armed forces and 35,000 of the navy were killed. There was nothing like the trench warfare of former war, though there was almost every other sort of warfare, from mechanized war of movement in the North African desert to hand to hand jungle fighting in Burma. Both sides experimented and built up stocks for gas warfare and biological warfare, but neither side used them.) (George Clark: English History: a survey)

Step 1 : Analysis

Nature : Descriptive.

Tense : Past

Direct Speech: No.

Examples: No.

Persons : 3rd

Word limit: ~145

Passage length: ~435 words

Step 2: 6-Question Technique

Who: English, German.

What: Comparison of 1st & 2nd World War

When: 1st vs 2nd WW

Where: Britain - Germany

Why:

How:

Step-1 (Core Point of Every Sentence in your own Language)

① Though second world war had some similarities with the first, they differed greatly in terms of impacts on civilians. (a)

② Eagered to destroy the opponent, the enemies bombed each other without caring for civilians. The British were affected the most for longer involvement in the war.

③ Compared to other countries, British re-directed ^{more} their resources to war. The situation forced women to work alongside men. ^{On the side} Class differences were reduced. (Scientific inventions) (P.E.) revolutionized wars and war tactics, resulting in fewer casualties as compared to first war despite ^{that} the forces were involved in all types of warfare. Some devastating warfare methods were also discovered. (33)

④ Scientific inventions revolutionized the war, resulting in a full spectrum warfare ranging from direct military encounter to high-tech warfare. Though some devastating discoveries ^{still} remained unused. Despite that, ironically, the soldiers faced fewer casualties. (33)

⑤ Both starting with German's desire for power ended with their failure after reaching a climax of success. (17)

Step-2 (Reorganization of the points of step-1)

total : 122 words. More themes to be included + 10.

3b) A large population was killed and the rest were
relocated, suffered food shortage ¹³⁶
who
(161 words)

Suitable Titles

1. A Comparison Between World War-I and II 5-7 words
2. Impacts of Second World War on Civilians 7 words
3. A Brief Survey of Second World War (7 words)
4. _____

Final Draft

Impacts of Second World War on Civilians

Though Second world war had some similarities with the first, they differed greatly in their impacts on civilians. Both starting with German's desire for power ended with their failure, after reaching a climax of success. Eagered to destroy the opponent, the enemies bombed each other without caring for civilians. The British were affected the most ^{due to} longer involvement in the war. A large population was killed and the rest, who were relocated, suffered ^{severe} food shortage. Compared to other countries, British redirected more of their resources to the war. The situation forced women to work alongside men. On the positive side, class differences were reduced. Scientific & inventions revolutionized the war, resulting in a full spectrum warfare ranging from direct military encounter to high-tech warfare, though some devastating discoveries still remained unused. Despite that, ironically, the soldier faced fewer casualties than first world war.

Remarks by Examiner

In main précis

	Yes	No
1. Main idea is picked	<input type="checkbox"/>	<input type="checkbox"/>
2. Main aspect(s) of an idea is/are covered	<input type="checkbox"/>	<input type="checkbox"/>
3. Written in student's own language structure	<input type="checkbox"/>	<input type="checkbox"/>
4. Cohesion/rhythm/orgnization needs improvement	<input type="checkbox"/>	<input type="checkbox"/>
5. Spelling(s) mistakes are found	<input type="checkbox"/>	<input type="checkbox"/>
6. Need for improvement in grammar	<input type="checkbox"/>	<input type="checkbox"/>
7. Is length per Requirement?	<input type="checkbox"/>	<input type="checkbox"/>

In Title

	Yes	No
1. Title matches with précis/main idea	<input type="checkbox"/>	<input type="checkbox"/>
2. Language of title is weak/incorrect	<input type="checkbox"/>	<input type="checkbox"/>
3. Length of title as per standard	<input type="checkbox"/>	<input type="checkbox"/>

Marks

Main Précis: _____/15 Title: _____/5

Remarks

PRÉCIS

Central Superior Services Examination (CSS) 2021

Step 3: Segments (3-6)
Passage.

Step 4: Name the segments

Nizar Hassan was born in 1960 and raised in the village of Mashhad, near Nazareth, where he has lived with his family. He studied anthropology at Haifa University and after graduating worked in TV. Starting in 1990, he turned to cinema. (In 1994, he produced Independence, in which he pokes his Palestinian interlocutors about what they think of the bizarre Israeli notion of their "independence". They have stolen another people's homeland and call the act "independence"! Hassan dwells on that absurdity.) So called Independence of Israel

The Greater Israel plans
As the world's attention was captured by the news of Israel planning to "annex" yet a bit more of Palestine and add it to what they have already stolen, I received an email from Nizar Hassan, the pre-eminent Palestinian documentary filmmaker. He wrote to me about his latest film, My Grandfather's Path, and included a link to the director's cut. It was a blessing. (They say choose your enemies carefully for you would end up like incensed and angered by their daily dose of claptrap, the vulgarity of their armed robbery of Palestine, you would soon become like them and forget yourself and what beautiful ideas, ideals, and aspirations once animated your highest dreams. Never fall into that trap. For decades, aspects of Palestinian and world cinema, art, poetry, fiction, and drama have done for me precisely that: saved me from that trap. They have constantly reminded me what all our politics are about - a moment of poetic salvation from it all.) Impacts of Israel's actions on identity of Palestinian

Nizar Hassan's new documentary is one such work - in a moment of dejection over Israel's encroachment on Palestinian rights and the world's complicity, it has put Palestine in perspective. The film is mercifully long, beautifully paced and patient, a masterfully crafted work of art - a Palestinian's epic ode to his homeland. A shorter version of My Grandfather's Path has been broadcast on Al-Jazeera Arabic in three parts, but it must be seen in its entirety, in one go. It is a pilgrimage that must not be interrupted.)

Step 1: Analysis

Nature: Descriptive

Tense: Past, Past + Present
Present: Past + Present

Direct Speech: No

Examples: No.

Persons: 1st, 2nd, 3rd

Word Limit:-

Total Words: ~360

Precis Length: ~120 (Target)

Step 2: 6 Questions Technique

Who: Nizar Hassan

What: Made palestine supporting films

When: In 1990s (but doesn't matter)

Where: Palestine / Israel

Why:

How: Supported Palestinian cause

279 through his films

Step-1 (Core Point of Every Sentence in your own Language)

Step 5: Thorough Reading + Step 6: First Draft.

1- Nizar Hassan, a famous Palestinian filmmaker, mocked Israel in his film "Independence", for stealing Palestine land in the name of independence. (24 words)
2. He released his film, "My Grandfather's Path", when Israel announced annexation of land of Palestine. (49 words)

3. According to the author, Author believes Identity of Palestinians lies in their creativity that shapes their dreams. It may be lost if the people focus too much on oppressions of Israel. (29 words)
By staying connected with ^{Palestinian roots} _{author} and creativity, ^{filmmaking art} _{Nizar} was able to identify the political trap of Zionist and therefore, remained connected to the roots. ^{Author} _{which} saved his identity (Words: 87)
21 51

4- Nizar's latest film is a similar masterpiece that highlights the original Palestine during crisis- (11 words)

Step-2 (Reorganization of the points of step-1)

5. Author suggests watching the complete film at once without any disruption to ^{feel and} acknowledge the beauty and true essence of the film. (3a)

Total words (140)

Merge 1, 2 and 4.

(too long, reduce to 120)

Nizar's film "My Grandfather's Path", released after Israel announced annexation of more Palestine lands, is a master piece. It highlights the original Palestine ^{similar} even ^{even} during crisis. (words 28)

Re-writing 3(a)

Author consider creativity as identity of Palestinians which may be lost because of too much focus on Israeli's Oppression. (19 words)

Suitable Titles

1. Nizar Hassan's Perspective of Israeli Independence (5)
2. Palestine - Safeguarding the Identity (4)
3. Nizar Hassan's Films for Palestine Cause (6)
4. Palestine Issue: A Filmmakers Perspective (5)

Final Draft

Palestine Crisis: A Filmmaker's Perspective

Nizar Hassan, a famous Palestinian filmmaker, mocked Israel in his film "Independence" for stealing Palestinian land in the name of independence. Author ~~believe~~ considers creativity as identity of Palestinians which may be lost because of too much focus on Israeli oppression. By staying connected with his roots and filmmaking, he was able to identify this political trap of Zionists and saved his identity. Nizar's film "My Grandfather's Path", released after Israel announced annexation of more Palestine land, is a similar master piece. It highlights the original Palestine even during crisis. Author suggests watching it at once without any disruption to feel and acknowledge the beauty and true essence of the film.

Total words = 110

Total words in passage

≈ 360

Remarks by Examiner

In main précis

1. Main idea is picked
2. Main aspect(s) of an idea is/are covered
3. Written in student's own language structure
4. Cohesion/rhythm/organization needs improvement
5. Spelling(s) mistakes are found
6. Need for improvement in grammar
7. Is length per Requirement?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

In Title

1. Title matches with précis/main idea
2. Language of title is weak/incorrect
3. Length of title as per standard

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Marks

Main Précis: 12 / 15

Title: 4 / 5

Remarks