



FEDERAL PUBLIC SERVICE COMMISSION  
COMPETITIVE EXAMINATION FOR  
RECRUITMENT TO POSTS IN BPS-17 UNDER  
THE FEDERAL GOVERNMENT, Special CSS 2023

**ENGLISH (PRECIS & COMPOSITION)**

TIME ALLOWED: THREE HOURS	PART-I (MCQS)	MAXIMUM MARKS = 20
PART-I(MCQS): MAXIMUM 30 MINUTES	PART-II	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.

**PART-II**

**Q. 2. Write a précis of the following passage and suggest a suitable title:(20)**

Despite complaints from viewers, television commercials are not getting any more realistic. Their makers continue to present idealized people in unreal situations. The wide gaps between their fanciful depiction and the mundane realities of life in most cases make them appear funny as well as repulsive. A footballer suddenly starts scoring goals after consuming a particular energy drink. A would-be groom avoids hugging his father-in-law because he recalls not having used a particular shampoo that morning. A busy manager leaves an important meeting to grab a dozen packets of his favorite cookies, and so on. The advertisers also persist in showing a version of male-female relationships that can hardly exist in two households in an entire city. A wife panics simply because a meddlesome neighbor points out that her husband's shirt is dirty, while another fears for her marriage because her finicky husband doesn't like her coffee. What do the advertisers know about us, or how we see ourselves, that makes them continue to plunge millions of dollars into these kinds of commercials? They probably don't know that these glamorous and noisy clips in no way promote the product for which they are aired, the reported number of viewers may be heartening and tempting for the manufacturers of the product. It might also be the main reason for them to keep on hiring the advertisers for promoting these products. In any case, however, these advertisements are mostly watched either to laugh at, or because the viewers are unable to skip them by changing the channel as soon as they start.

**Q. 3. Read the following passage carefully and answer the questions given at the end. (20)**

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world, human resources have emerged as the greatest asset of

## TELEVISION COMMERCIALS: UTOPIC AND COMMICAL

and

Television commercials are utopic having nothing to do with real life scenarios. These commercials are commical as well as they glamorize the products by associating them with super powers. Daily life impact of certain products on social behaviour and interactions is presented where??? which is far away from real life social experiences. Likewise, relationship between couples is also idealized showing spouse worrying for minor details. These clips do not promote the products and are watched only in compulsion.

main idea is picked and discussed  
over all content is fine  
be clear in sentences  
over all satisfactory  
8/20

Given words = 260

~~Require words = 87~~

Present words = 80

Q. 3. Read the following passage carefully and answer the questions given at the end. (20)

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world, human resources have emerged as the greatest asset of

unequivocal primacy, and education aims at creating and enhancing that resource. But can it be done through higher education only, or even primarily through higher education? Looking at the developed countries of the world—almost all having progressed by virtue of better human resources—one can easily explore that they don't encourage massive enrollment in universities. In other words, they don't want the domain of higher education open to every member of the population. After completing 12 years of compulsory and free school education, students are counseled and assessed for their choice of further studies according to their interests and aptitude. Those with a true interest in academics and research, along with the requisite scholarly aptitude, are encouraged to undertake long-term academic pursuits in universities, while the rest—an overwhelming majority—opt for short-term courses leading to certificates and diplomas in colleges and training institutes. The admission criteria and fee structure of these colleges and institutes vary according to a number of factors. The latter group acquires practical skills in their chosen areas of utilitarian nature, without any undue burden of theoretical discourse. Consequently, due to these marketable skills and practical training, they easily get employed, earn for themselves, and contribute to the national economy. On the other hand, we produce an unskilled lot of university graduates without even a basic understanding of their subject. They consider themselves highly qualified but have no meaningful knowledge. Hence, instead of becoming an asset, they become a social and economic liability. We need to realize that, unlike the fundamental right to basic education, higher education should be treated as a privilege for the deserving ones. This realization is imperative, for enabling our universities to produce scholars, scientists, and researchers, as done by the developed world.

**Questions: (4 marks each)**

1. What can be inferred from the passage as the main goal of education?
2. What is the benefit of guiding students in their choice of careers?
3. Is the only direct question in the paragraph answered affirmatively or negatively?
4. Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?
5. Which sentence looks redundant and out of place in the context of the paragraph, seeming a later addition rather than part of the original?

Date: \_\_\_\_\_

Q1 What can be inferred from the passage as the main goal of education?

Ans Main purpose of the education, as depicted in the passage is to enrich the individuals with practical skills so that they can manage a respectful earning in the society. Education must ensure the training of individuals so that they must contribute toward national economy and ~~must~~ <sup>should</sup> not become a burden on the national economy.

Q2 What is benefit of guiding students in their choice of careers?

The benefit of guiding students in their choice of career is that they can decide to opt for the fields which suit their aptitude and interests. So they are not misguided and hence the career choice based on interests results in fruitful economic outcomes.

Date: \_\_\_\_\_

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Q3. Is the only direct question in the paragraph answered affirmatively or negatively?

Ans. The only direct question in the passage is whether resource enhancement can be done only through higher education. The question is answered negatively. The other options, as followed in developed world, are provided to negate the questions. Primary and technical skills are provided as alternative option to enhance the resources ~~not~~ negating the higher education as mainly resource enhancer.

Q5. Which sentence do you think to be the topic sentence of the paragraph, capturing its central idea?

The sentence, "human resources have emerged as the greatest asset of the unequivocal primacy, and education aims at creating and enhancing the resource", is topic sentence because all the arguments in this ~~sent~~ paragraph prove this point.

Q5

Which sentence looks redundant and out of place in the context of paragraph, seeming a later addition rather than part of the original?

The sentence, "The admission criteria and fee structure of these colleges and institutes vary according to a number of factors," seems like it is out of place. This is because the sentence has nothing to do with the core idea of the paragraph related to the enhancement of resources. Hence this seems to be a later addition rather than part of the original.

satisfactory  
10/20