

07/80

Peace as a Practical Goal

Title should be about "Peace"

Warheads And The Risk of War

05/20

The author values peace rather than war in the existence of warheads. The nation states have dangerous warheads for the first time in history. According to the author, the current storage of nuclears has profound threats to the existence of humans. The author ascribes that billions of dollars are has spent just to ensure the peace destruction of humans. The author stands with peace in such dangerous nuclear era. The writer hopes that everyone has to work for the achievement of peace. The peace should be the aim to eliminate the chances of war. The author values the idea of reducing the happening of war. Therefore, the writer hopes for the contribution of humans to overall understanding of the idea is ok of war.

Total words: 430/3=143

Title needs improvement.

Work on grammar

Avoid cutting

(126 words)

Attempt Complete paper

Q No. 4

02/10

v. Tim let his son to swim with his friends.

vii. Your heritage is more ^{different from mine} different than mine.

ii. Allen Turing was a scholar, scientist and artistic. ^{an artist}

i. The priest joined the bride and the groom together in holy wedlock. ^{The priest joined the bride and groom in holy wedlock.}

iii. The dispute between the faculty and the administration ^{until the faculty got better working conditions.} was not resolved until they got better working conditions.

PRÉCIS
Central Superior Services Examination (CSS) 1993

Passage.

The best aid to give is intellectual aid, a gift of useful knowledge. A gift of knowledge is infinitely preferable to a gift of material things. There are many reasons for this. Nothing becomes truly one's own except on the basis of some genuine effort or sacrifice. Gift of material goods can be appropriated by the recipient without effort or sacrifice; it therefore rarely becomes his own and is all too frequently and easily treated as a mere windfall. A gift of intellectual goods, a gift of knowledge, is a very different matter. Without a genuine effort of appropriation on the part of the recipient there is no gift. To appropriate the gift and to make it one's own is the same thing, and 'neither moth nor rust doth corrupt'. The gift of material goods makes people dependent, but the gift of knowledge makes them free. The gift of knowledge also has far more lasting effects and is far more closely relevant to the concept of 'development.' Give a man a fish, as the saying goes, and you are helping him a little bit for a very short time, teach him the act of fishing, and he can help himself all his life. Further, if you teach him to make his own fishing net, you have helped him to become not only self-supporting, but also self-reliant and independent, man and businessman. This then should become the ever-increasing preoccupation of aid-programmes to make men self-reliant and independent by the generous supply of the appropriate intellectual gifts, gifts of relevant knowledge on the methods of self-help. This approach, incidentally, has also the advantage of being relatively cheap, of making money go a long way. For POUNDS 100/- you may be able to equip one man with certain means of production, but for the same money you may well be able to teach and hundred men to equip themselves. Perhaps a little 'pump priming' by way of material goods will in some cases, be helpful to speed the process of development.

(E. F. Schumacher)

A Gift of Knowledge

It is not Mock Paper

The author ascribes that a gift of knowledge is better than the gift of material. A gift of material can become one's own without efforts. This pushes individuals to be dependent rather than independent. Moreover, the gift of knowledge has enormous impacts on the development of individuals. This is essential to teach a person skill rather than giving money in aid. The skill will enable an individual independent. Therefore, a person can train individuals on limited investment rather than granting material gifts to a man.

10
(85 words)

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