

# **English Language Proficiency Test (ELPT)**

## **PSC Recruitment (August 2023)**

**English Paper**

**Duration: 3 Hours**

**Post: Office Superintendent**

**Maximum Marks: 80**

### **Instructions:**

- Read all direction(s) carefully
- Attempt all questions

### **Section A (20 marks)**

*Read the passage carefully and identify the correct answers to the following multiple-choice questions.* (20 Marks)

On a recent afternoon in Helsinki, a group of students gathered to hear a lecture on a subject that is far from a staple in most community college curriculums. Standing in front of the classroom at Espoo Adult Education Centre, Jussi Toivanen worked his way through his PowerPoint presentation. A slide titled “Have you been hit by the Russian troll army?” included a checklist of methods used to deceive readers on social media: image and video manipulations, half-truths, intimidation and false profiles. Another slide featuring a diagram of a Twitter profile page explained how to identify bots: look for stock photos, assess the volume of posts per day, check for inconsistent translations and a lack of personal information. The lesson wrapped with a popular “deepfake” — highly realistic manipulated video or audio — of Barack Obama to highlight the challenges of the information war ahead. The course is part of an anti-fake news initiative launched by Finland’s government in 2014 – two years before Russia meddled in the US elections – aimed at teaching residents, students, journalists and politicians how to counter false information designed to sow division.

Finland has faced down Kremlin-backed propaganda campaigns ever since it declared independence from Russia 101 years ago. But in 2014, after Moscow annexed Crimea and backed rebels in eastern Ukraine, it became obvious that the battlefield had shifted: information warfare was moving online. Toivanen, the chief communications specialist for the prime minister’s office, said it is difficult to pinpoint the exact number of misinformation operations to have targeted the country in recent years, but most play on issues like immigration, the European Union, or whether Finland should become a full member of NATO.

As the trolling ramped up in 2015, President Sauli Niinisto called on every Finn to take responsibility for the fight against false information. A year later, Finland brought in American

experts to advise officials on how to recognize fake news, understand why it goes viral and develop strategies to fight it. The education system was also reformed to emphasize critical thinking.

Although it's difficult to measure the results in real-time, the approach appears to be working, and now other countries are looking to Finland as an example of how to win the war on misinformation. "It's not just a government problem, the whole society has been targeted. We are doing our part, but it's everyone's task to protect the Finnish democracy," Toivanen said before adding: "The first line of defence is the kindergarten teacher." Her class is the embodiment of Finland's critical thinking curriculum, which was revised in 2016 to prioritize the skills students need to spot the sort of disinformation that has clouded recent election campaigns in the US and across Europe.

The school recently partnered with Finnish fact-checking agency Faktabaari (FactBar) to develop a digital literacy "toolkit" for elementary to high school students learning about the EU elections. It was presented to the bloc's expert group on media literacy and has been shared among member states. The exercises include examining claims found in YouTube videos and social media posts, comparing media bias in an array of different "clickbait" articles, probing how misinformation preys on readers' emotions, and even getting students to try their hand at writing fake news stories themselves. "What we want our students to do is ... before they like or share on social media, they think twice – who has written this? Where has it been published? Can I find the same information from another source?" Kari Kivinen, director of Helsinki French-Finnish School and former secretary-general of the European Schools, told CNN.

"The word 'fake news' is thrown around very often," Shemeikka said, explaining that when their friends share dubious memes or far-fetched articles online, he always asks for the source. "You can never be too sure," Bagula agreed. That's exactly the type of conversation that Kivinen hopes to cultivate outside of the classroom. "What we have been developing here – combining fact-checking with critical thinking and voter literacy – is something we have seen that there is an interest in outside Finland," Kivinen said. But Kivinen isn't sure that this approach could serve as a template for schools elsewhere. "In the end ... it's difficult to export democracy," he added.

It may be difficult to export democracy, but it is easy to import experts, which is precisely what Finland did in 2016 to combat what it saw as a rise in disinformation emanating from accounts linked to its neighbour to the east. Russia maintains that it has not and does not interfere in the domestic politics of other countries. Behind closed doors, Willard's workshops largely focused on one thing: developing a strong national narrative rather than trying to debunk false claims.

"The Finns have a very unique and special strength in that they know who they are. And who they are is directly rooted in human rights and the rule of law, in a lot of things that Russia, right now, is not," Willard said. "There is a strong sense of what it means to be Finnish ... that is a superpower." Not all nations have the type of narrative to fall back on that Finland does. Finland also has a long tradition of reading – its 5.5 million people borrow close to 68 million books a year, and it just spent \$110 million on a state-of-the-art library, referred to lovingly as "Helsinki's living room." And as trust in the media has flagged in other parts of the globe, Finland has maintained a strong regional press and public broadcaster.



According to the Reuters Institute Digital News Report 2018, Finland tops the charts for media trust, which means its citizens are less likely to turn to alternative sources for news. But some argue that simply teaching media literacy and critical thinking isn't enough — more must be done on the part of social media companies to stop the spread of disinformation.

“Facebook, Twitter, Google/YouTube ... who are enablers of Russian trolls ... they really should be regulated,” said Jessikka Aro, a journalist with Finland's public broadcaster YLE, who has faced a barrage of abuse for her work investigating Russian interference, long before it was linked to the 2016 US elections. “Just like any polluting companies or factories should be and are already regulated, for polluting the air and the forests, the waters, these companies are polluting the minds of people. So, they also have to pay for it and take responsibility for it.” Facebook, Twitter and Google, which are all signatories to the European Commission's code of practice against disinformation, told CNN that they had taken steps ahead of the EU elections to increase transparency on their platforms, including making EU-specific political advertisement libraries publicly available, working with third-party fact-checkers to identify misleading election-related content, and cracking down on fake accounts.

Perhaps the biggest sign that Finland is winning the war on fake news is the fact that other countries are seeking to copy its blueprint. Representatives from a slew of EU states, along with Singapore, have come to learn from Finland's approach to the problem. Finland's strategy was on public display ahead of last month's national elections in an advertising campaign that ran under the slogan “Finland has the world's best elections – think about why” and encouraged citizens to think about fake news. Officials didn't see any evidence of Russian interference in the vote, which Toivanen says may be a sign that trolls have stopped thinking of the Finnish electorate as a soft target.

“A couple of years ago, one of my colleagues said that he thought Finland had won the first-round countering foreign-led hostile information activities. But even though Finland has been quite successful, I don't think that there are any first, second or third rounds; instead, this is an ongoing game,” Toivanen said. “It's going to be much more challenging for us to counter these kinds of activities in the future. And we need to be ready for that.”

1. What is the primary focus of Finland's anti-fake news initiative?

- A. Promoting a specific political ideology.
- B. Encouraging citizens to avoid using social media.
- C. Teaching individuals how to recognize and counter false information.
- D. Banning the use of social media platforms for news sharing.

2. How does the passage describe the term “deepfake”?

- A. A type of news article that is shared on social media.
- B. A video or audio manipulation that is highly realistic.
- C. A humorous meme that is widely circulated online.
- D. A term used to refer to biased news reporting.

3. What prompted Finland to initiate its anti-fake news efforts?

- A. The rise of misinformation campaigns from Russia.

- B. The influence of foreign media outlets on Finnish politics.
  - C. A decline in press freedom and media literacy.
  - D. The prevalence of deepfake videos in social media.
4. According to the passage, what role did American experts play in Finland's fight against fake news?
- A. They introduced social media platforms to Finnish citizens.
  - B. They advised Finnish officials on recognizing fake news and countering it.
  - C. They led propaganda campaigns on behalf of Finland.
  - D. They advocated for censorship of social media content.
5. How does Finland's education system emphasize critical thinking in relation to fake news?
- A. By banning the use of social media in schools.
  - B. By introducing fact-checking tools to students.
  - C. By teaching students to create their own fake news stories.
  - D. By providing resources to support media bias in campaigns.
6. Which of the following activities is NOT included in the digital literacy "toolkit" developed by the partnership between the school and the Finnish fact-checking agency for elementary to high school students learning about the EU elections?
- A. Examining claims in YouTube videos and social media posts.
  - B. Comparing media bias in different "clickbait" articles.
  - C. Analyzing the emotional impact of misinformation on readers.
  - D. Writing authentic news stories based on verified information.
7. What is the significance of the phrase "Helsinki's living room" in the passage?
- A. It refers to a popular social media platform in Finland.
  - B. It symbolizes the importance of media literacy in schools.
  - C. It describes a state-of-the-art library in Finland.
  - D. It represents a term used by Russian trolls to target Finland.
8. According to the passage, what does Finland's high level of media trust, as indicated by the Reuters Institute Digital News Report 2018, suggest about its citizens' behaviour concerning news consumption?
- A. Finnish citizens tend to rely on a variety of alternative sources for news.
  - B. Finnish citizens are likely to have a strong preference for international news sources.
  - C. Finnish citizens are less likely to seek out news from unreliable sources.
  - D. Finnish citizens have a greater tendency to share news articles on social media platforms.
9. What do Alexander Shemeikka and Gabrielle Bagula emphasize about sharing news online?
- A. They encourage sharing news without verification.
  - B. They prefer sharing news on Facebook over other platforms.
  - C. They emphasize the importance of asking for the source before sharing.

D. They believe that social media companies are responsible for verifying news.

10. What is the primary challenge Finland expects to face in the future in countering misinformation?

- A. An increase in the number of disinformation campaigns.
- B. Difficulty in exporting their successful strategies to other countries.
- C. A decline in public interest in media literacy programs.
- D. The need to maintain vigilance against evolving tactics of misinformation.

### Section B- Writing (30 Marks)

1. Write an application to the Public Works Department, Dharamshala, reporting inconvenience and safety hazards due to a damaged road connecting Kotwali Bazaar and McLeod Ganj due to heavy rainfall for a few weeks.

(150-word) 10 Marks

2. State your opinion on the present social status of women in the exiled Tibetan communities.  
(150- word) 10 Marks

3. Write an article on: 10 Marks

a) The four commitments of His Holiness the 14<sup>th</sup> Dalai Lama

Or

b) Evolution of democracy in exile Tibetan community.

### Section C- Translation (10 Marks)

Translate the following into English

དང་རབས་ཀྱི་བོད་

༡༡། བོད་ནང་གི་བོད་མི་རྣམས་ཀྱི་ནག་གཞུང་གི་དབང་སྒྱུར་འོག་བྲག་གཞོན་དང་། འཛིག་སྐྱུལ་། མནར་གཅོད་སོགས་  
ཀྱི་དཀའ་སྐྱུག་སྤོང་དགོས་ཀྱི་ཡོད། ཁོང་རྣམས་ཀྱིས་རྒྱལ་སྤྱིའི་ཁྲིམས་ལུགས་ཀྱིས་སྤང་སྟོབ་བྱེད་པའི་འགྲོ་བ་མིའི་ཐོབ་ཐང་  
དང་། དེ་བཞིན་སྤྱི་བོད་རང་དབང་ཀྱི་ཐོབ་ཐང་ཡོངས་སྟོན་བྱས་ཆེ། དེ་ནི་རྒྱལ་ཁབ་ཀྱི་བདེ་འཇགས་ལ་གཞོན་འཆེ་བཏང་བ་  
ཟེར་བའི་ཉེས་མིང་འོག་དོན་དང་། མནར་གཅོད། ལོ་མང་རིང་བཙོན་འཇུག་སོགས་བྱེད་ཀྱི་ཡོད།



ཀྱུ་ནག་གཞུང་ནས་བོད་ཀྱི་དགོན་སྡེ་ཁག་ཏུ་རྒྱལ་གཅེས་རིང་ལུགས་ཀྱི་སློབ་གསུམ་ལས་འགུལ་ཐེར་བ་བྲགས་ཆེན་སྡེལ་  
བཞིན་ཡོད་པ་དེ་བོད་མི་རྣམས་ནས་དང་ལེན་མ་བྱས་ན་བཙོན་འཇུག་དང་། ཇོ་དམ། མཉམ་གཅིད། དགོན་པ་ནས་ཕྱིར་འབྱུང་  
བཅས་ཀྱི་ད་བཞིན་ཡོད་པ་རེད།

ཀྱུ་གཞུང་ནས་བོད་ནང་སློབ་གྲྭ་དང་སླན་ཁང་སོགས་ཀྱི་ཆ་རྒྱུ་ཡག་པོ་བསྐྱུན་ཡོད་ཚུལ་བརྗོད་ཀྱི་ཡོད་ཀྱང་། ཇོན་དངོས་ཐོག་  
བོད་ནང་གི་བོད་མི་ཆོར་སླན་བཙོན་དང་ཤེས་ཡོན་ཀྱི་གོ་སྐབས་ཐོབ་པ་ཅུང་ཅུང་ཡིན། སློབ་གྲྭ་དང་སླན་ཁང་ལགས་པ་རྣམས་  
གོང་ཁྱེར་ཆེ་ཁག་ནང་བཙུགས་ཡོད་པར་མ་ཟད། མཐུན་རྒྱུན་དེ་ཆོ་བའི་སྤྱོད་ཀྱི་ད་པར་བོད་མི་མང་ཆེ་བས་སློབ་མི་ཐུབ་པའི་  
དབུལ་ལེན་ཀྱི་ཡོད། བོད་མི་མང་ཆེ་བ་གནས་སྤྱོད་ཀྱི་དུལ་ཞིང་འབྲོག་ཁུལ་ཡིན་ཞིང་། ས་ཁུལ་དེ་དག་ལ་སློབ་གྲྭ་དང་སླན་  
ཁང་གི་མཐུན་རྒྱུན་སྤྱོད་པོ་ཡོད་པ་དང་ཁ་ཤས་ལ་རྩ་བ་ནས་མེད་པ་རེད།

ཀྱུ་ནག་གཞུང་ཕྱོགས་ཀྱིས་སྐུལ་སློང་བྱས་པའི་འོག་ཀྱུ་མི་འཐོར་ཆེན་བོད་ནང་གནས་སྤྱོད་བཞིན་ཡོད་པ་དང་། བོད་མི་  
རྣམས་རང་ཡུལ་དུ་གངས་ཅུང་མི་རིགས་ལྟ་བུར་འགྱུར་བཞིན་ཡོད་པ་རེད། བོད་ཀྱི་སྤྱན་མོང་མ་ཡིན་པའི་ཆོས་དང་རིག་གཞུང་  
སོགས་ལ་ཉམས་སྲུང་དང་གནོད་སྐྱོན་ཆབས་ཆེ་སོག་བཞིན་ཡོད་པར་མ་ཟད། བོད་མིའི་འཆོ་རྟེན་ཀྱི་ལས་རིགས་མང་པོ་ཞིག་  
ཀྱུ་མི་གནས་སྤྱོད་བྱས་པ་ཆོས་གཉེར་བས་བོད་མི་མང་པོའི་འཆོ་གོས་ལ་དཀའ་ངལ་འབྱུང་བཞིན་ཡོད།

ཞིང་འབྲོག་ཐོན་རྫས་དང་ལག་ཤེས་ཐོན་རྫས་ལ་རིན་ཐང་དམའ་པོ་ལས་མེད་པའི་ཐོག་ཞིང་པ་དང་། འབྲོག་པ། ཆོར་པ་  
བཅས་ལ་ཁྲལ་གྱི་ཁུར་པོ་ལྗིད་པོ་བཀལ་ཡོད། དེའི་ཐོག་བོད་མི་མང་པོར་ལས་ཀ་མ་རག་པ་བཅས་ལ་བརྟེན་བོད་མི་  
དབུལ་ཐོངས་ཀྱི་གནས་ལ་འགྱུར་བཞིན་ཡོད།

བསྐྱར་བཙོན་དང་སྒོ་དབྱེའི་སྤྱོད་བྱས་ཐེར་བ་ལག་བསྐྱར་བྱས་མེས་བོད་ཀྱི་རང་བྱུང་ཐོན་ཁུངས་སྤྱོད་འདོན་ཀྱི་ད་པའི་ཆ་རྒྱལ་  
ཤིག་འབྱར་བཞིན་ཡོད་པ་དང་། ཉགས་ཆལ་གཙོད་འབྲེག་གཉེར་ཁ་སྤྱོད་འདོན། ཚུའི་ཐོན་རྫས་ཤེད་སྤྱོད་སོགས་བོད་ནང་གི་  
རྒྱས་པའི་འབྱུང་ཁུངས་མང་པོ་སྤྱོད་འདོན་གྱིས་ཀྱུ་ནག་ལ་དཔོར་འཕེན་ཀྱི་ད་བཞིན་ཡོད་པ་འདིས་བོད་ཀྱི་ཁོར་ཕྱག་ལ་གནོད་  
སྐྱོན་ཆབས་ཆེ་བཞོས་ཡོད།

**Section D- General Knowledge (20 Marks)**

**1. When was Songtsen Gampo enthroned as the 33rd king of Yarlung Dynasty of Tibet?**

- (a) 609 AD
- (b) 619 AD
- (c) 629 AD
- (d) 639 AD

**2. In which year Samye Monastery was built and Buddhism recognized as state religion?**

- (a) 779 AD
- (b) 889 AD
- (c) 999 AD
- (d) 1009 AD

**3. When was the Peace treaty between Tibet and Chinese empire of the Tang dynasty signed?**

- (a) 581 AD
- (b) 682 AD
- (c) 783 AD
- (d) 884 AD

**4. In 1642, who confer upon the Fifth Dalai Lama Ngawang Lobsang Gyatso, the temporal and spiritual Authority of Tibet?**

- (a) Kublai Khan
- (b) Gushri Khan
- (c) Altan Khan
- (d) Genghis Khan

**5. When did British military under Francis Young Husband enter Lhasa and Dalai Lama leave for Mongolia?**

- (a) 1902
- (b) 1904
- (c) 1906
- (d) 1908

**6. When was 17 Point Agreement signed by Tibetan representatives under duress in Beijing?**

- (a) 1951
- (b) 1952
- (c) 1953
- (d) 1954

**7. When did The 14th Dalai Lama issue a statement repudiating the 17-Point Agreement on reaching Tezpur in Assam**

- (a) March 1959
- (b) April 1959
- (c) May 1959

(d) June 1959

**8. When was the first Tibetan settlement, Lugsum Samdrup Ling, established in Mysore, Karnataka?**

- (a) 1960
- (b) 1961
- (c) 1962
- (d) 1963

**9. When did Deng Xiaoping tell Gyalo Dhondup that apart from independence, all issues can be discussed” and offer to talk with the Dalai Lama?**

- (a) March 1979
- (b) March 1980
- (c) March 1981
- (d) March 1982

**10. When did The CTA announce the death of 1.2 million Tibetans as a direct result of Chinese invasion and occupation since 1951?**

- (a) June 1980
- (b) June 1982
- (c) June 1984
- (d) June 1986

**All the Best**