

TEACHERS' REFERENCE

for

COMPETENCY BASED ASSESSMENT

CLASS IV

SOCIAL STUDIES



**Bhutan Council for School
Examinations and Assessment
(BCSEA)**

Thimphu: Bhutan

2015

ACKNOWLEDGEMENTS

Bhutan Council for School Examinations and Assessment (BCSEA) would like to acknowledge the valuable contributions made by the following teachers from various schools towards the development of this book.

Items Developers

1. Mr. Thinley, Principal, Dukti PS, Trashy Yangtse
2. Mr. Phurpa Wangdi, Teacher, Yoeseltse MSS, Samtse
3. Mr. Sherub Tenzin, Teacher, Kangpara LSS, Trashigang
4. Mrs. Kinley Dema, Teacher, Woochu MSS, Paro
5. Mrs. Tsheten Yangzom, Teacher, Wanakha LSS, Paro
6. Mrs. Sangay Zam, Teacher, Phunsum Deki PS, Wangduephodrang
7. Mrs. Tandin Lhamo, Teacher, Jibjokha LSS, Punakha
8. Mrs. Tshering Dukar, Teacher, Changgangkha MSS, Thimphu
9. Mr. Ngawang Jamtsho, Principal, Namchala LSS, Dagana
10. Mr. Thinley Penjor, Teacher, Panbang PS, Zhemgang
11. Mr. Ugyen Dorji, Teacher, Betay PS, Wangduephodrang
12. Mrs. Sonam Yangden, Teacher, Katsho LSS, Haa

Resource Persons

1. Mr. Arjun Kumar Gurung, Education Monitoring Officer, BCSEA, Thimphu.
2. Mr. Dorji Wangchuk, Education Monitoring Officer, BCSEA, Thimphu
3. Mrs. Kinley Dema, Education Monitoring Officer, BCSEA, Thimphu

Professional Support

1. Mr. Kinga Dakpa, Secretary of Examinations, BCSEA.
2. Mr. Sangay Tenzin. Chief, AMD, BCSEA.

Copy Editor

1. Mrs. Sharda Rai Subject Coordinator, BCSEA, Thimphu
2. Mrs. Kinlay Dema, Education Monitoring Officer, BCSEA, Thimphu
3. Mr. Arjun Kumar Gurung, Education Monitoring Officer, BCSEA, Thimphu
4. Mr. Dorji Wangchuk, Education Monitoring Officer, BCSEA, Thimphu

Cover Lay out Design

- 1 Mr. Sonam Gyeltshen, IT Section, BCSEA, Thimphu

Published By: [Assessment and Monitoring Division, BCSEA, Thimphu.](#)

Tel (#) : PABX : 322724 Fax (#) : 325086

Website: www.bcsea.bt, Email: bcsea2011@gmail.com

Copy right © [Bhutan Council for School Examinations and Assessment 2014.](#)

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, photocopying, recording, or otherwise, without the permission of the publisher.

ISBN: 978-99936-635-7-7

BACKGROUND

As mandated under Performance Compact Charter 7 of *Accelerating Bhutan's Socio-economic Development (ABSD)*, one significant initiative undertaken by the Bhutan Board of Examinations (BBE) was to develop *Teachers' Guide on Competency Based Assessment (CBA)* for selected subjects for various class levels in 2010 (10th Plan).

Teachers' Reference for Competency Based Assessment (TRCBA) books were first developed for Classes V, VII and IX in three subjects (Dzongkha, English and Mathematics) and introduced to all the secondary schools in 2011. Meanwhile, the erstwhile BBE was renamed as the Bhutan Council for School Examinations and Assessment (BCSEA) after as an autonomous body and it was later delinked from the Ministry of Education (MoE) with effect from April 2011.

In the following year, a survey was carried out on the usefulness of these books in teaching-learning. Subsequently, based on the feedbacks received from the teachers in the field, the Ministry of Education endorsed the recommendations to further develop the CBA books as teachers' reference guides for other subjects across the school curricula with an intent to improve both the standard and delivery of quality education in the country.

Broad objectives of CBA are to:

1. *enhance and improve teaching learning assessment of student competencies in schools at various class levels,*
2. *enables teachers to frame their own creative (modular) assessment tools using the booklet as reference guides, and*
3. *provide sample questions/model answers in the guide books inclusive of infusion of the GNH values wherever applicable while framing the questions for different student levels.*

INTRODUCTION

It is essential that teachers have prior understanding of what competency based assessment (CBA) actually means. It is the process of collecting evidence and making judgments on whether students have demonstrated the required learning competency that will allow them to move to the next competency level in a study course.

Competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). It means that assignments are linked to the competencies that they are designed to assess and student performance is reported in a way that tracks students' mastery of the competencies that have been identified for each course.

CBA is focused on assessing the learning outcomes (competencies) that are linked to students' needs in real life situations involving portfolios, experiential learning in field experiences, demonstration in varying contexts, role play, etc. It defines educational goals precisely in measurable descriptions of knowledge, skills, and behaviours which students should possess at the end of a course of study.

- *Competencies consist of a set of essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity.*
- *Competencies within different contexts may require different sets of skills, knowledge and attitudes.*

However, teachers will need to gradually shift their focus from emphasizing on the content learning of the curriculum to assessing the development of student competencies in classroom teaching-learning situations.

Teachers constantly need to revisit and re-think about what they teach, how they teach, and evolve the ways in which they can help the students to demonstrate mastery over what they have learned and interact with the larger world around them.

The term *assessment* refers to the process of obtaining information about student learning outcomes to:

- *assess through formal/informal observations of students' performance, demonstration of skills and knowledge, portfolio-based assessments, tests, project works, oral questioning and analysis of student records, and*
- *guide educational policy decisions about students; to inform students, their parents, teachers, or other audiences about their progress, strength and achievements.*

The key to competency based assessment is based on actual skills and knowledge that a student can demonstrate in the workplace or other contexts. CBA in this case will lead to functional approach to science education emphasizing life skills and evaluating mastery of those skills in terms of achieving student proficiency in science learning.

Purpose of the book

This booklet comprises model questions and their answers that can be used to assess competencies across all the learning strands. It is intended to serve as a guide for teachers to help them in the classroom teaching and also be an item bank from which they may draw questions to assess students' competencies in Social Studies as specified in the strands and learning objectives of the social Studies curriculum.

However, it is cautioned that the questions and answers given in the booklet are in no way prescriptive; they are rather intended to serve as guides, suggestions, or prompts for the improved construction and designing of the questions and answers that assess students' learning competencies.

How to use this book

The questions and answers in this booklet may be used:

1. as a reference when developing teaching and assessment plans in Social Studies lessons with suggested classroom activities and the resources,
2. while planning to assess the student competencies in classroom practice, collecting evidence of learning for assessment and to make immediate connections to assessment and reporting,
3. to assess student competencies (achievements or failures) in the formative or summative learning in the form of class tests, term tests, etc.,
4. as models/samples of reliable questions/answers testing competencies for the construction of questions that may be required for the assessment of skills through other texts, and
5. to review the value of using assessment criteria and be able to use them to grade work and give constructive feedbacks.

CONTENTS

BLOCK ONE: WEATHER	1
1.1 WEATHER	1
1.2 TEMPERATURE	7
1.3 THERMOMETER	11
1.4 RAIN AND RAIN GAUGE	15
1.5 DIRECTION AND COMPASS	19
1.6 WIND VANE	23
1.7 HOW STRONG IS WIND	27
1.8 MAKING WEATHER SYMBOLS	32
1.9 RECORDING THE WEATHER	37
1.10 DOES WEATHER MAKE A DIFFERENCE?	41
BLOCK TWO: THE LAND AROUND US	47
2.1 THE LAND AROUND US	47
2.2/3 SYMBOLS FOR LANDFORMS/DRAWING & DESCRIBING LAND	53
2.4 MAKING A MODEL OF LAND AROUND US	57
2.5 DOES HEIGHT MAKE A DIFFERENCE?	58
2.6 RIVERS AND RIVER VALLEYS	65
2.7 USES OF FLOWING WATER	68
2.8 SOURCES OF RIVERS IN BHUTAN	72
2.9 WHERE DOES THE RIVER GO?	76
2.10 WHERE DOES THE RIVER END?	81
BLOCK THREE: FORESTS AND FARMS	85
3.1 WHAT IS IN THE FOREST?	85
3.2 BEING FRIENDS OF THE FOREST	91
3.3 PROTECTING THE FOREST	95
3.4 KNOWING MORE ABOUT FOREST	102
3.5 MAKING A POSTER	106
3.6 THE COMMUNITY FOREST	111
3.7 CROPS AND ANIMALS ON OUR FARM	114
BLOCK FOUR: JOBS AND MARKETS	121
4.1 WHY DO FARMERS NEED MONEY?	121
4.2 TYPES OF JOBS?	124
4.3 WHAT DO YOU WANT TO BE?	130
4.4 SOME SHOPS IN OUR COUNTRY	133
4.5 SURVEYING SHOPS AND CUSTOMERS	137
4.6 A SKETCH OF THE MARKET AREA	140
BLOCK FIVE: OUR GOVERNMENT	145
5.1 OUR GOVERNMENT	145
5.2 DZONGKHAG ADMINISTRATION	148
5.3 DRUNGKHAG OFFICE	153
5.4 THE GEWOG OFFICE	158
5.4 THE OFFICERS OF THE DZONGKHAG ADMINISTRATION	164
BLOCK SIX: OUR COUNTRY	167
6.1 OUR HOLIDAYS	167
6.2 LIFE OF LORD BUDDHA	172
6.3 LIFE OF GURU RINPOCHE	176
6.4 LIFE OF ZHABDRUNG NGAWANG NAMGYEL	180
6.5 BHUTAN BEFORE 1907	186
6.6 KINGS OF BHUTAN	189
6.7 DASSAIN	198
6.8 OUR NATIONAL ANTHEM	203
6.9 OUR NATIONAL FLAG	206
6.10 OUR NATIONAL DRESS	209

BLOCK ONE: WEATHER

1.1 WEATHER

At the end of the lesson a student should be able to:

- 1.1.1 define weather,
- 1.1.2 list down the various words that describe weather,
- 1.1.3 name the weather depending on the atmospheric condition of a place and
- 1.1.4 explain the effects of weather conditions on plants and animals.

Assessment items

Question 1

(Remembering)

Define weather.

Answer: *Weather is the day-to-day atmospheric condition of a place.*

Question 2

(Remembering)

Write *TRUE* or *FALSE* for each of the following sentences:

- i. It rains heavily on a snowy day. (*False*)
- ii. Animals cannot survive without water. (*True*)
- iii. Plants need sunlight and water for their growth. (*True*)
- iv. Yaks have thick hair to keep them warm in cold weather. (*True*)
- v. The weather remains same in all the places and all the time. (*False*)

Question 3

(Analyzing)

Classify the words given in the box and write under each weather condition given below:

Cloud, cold, hot, dry, wet, wind, bright, sun, flood, landslides, blow, strong			
Sunny	Windy	Cloudy	Rainy

Answer:

Sunny	Windy	Cloudy	Rainy
<i>Dry</i>	<i>Wind</i>	<i>Dark</i>	<i>Wet</i>
<i>Hot</i>	<i>Blow</i>	<i>Cloud</i>	<i>Flood</i>
<i>Bright</i>	<i>Strong</i>		<i>Landslides</i>
<i>Sun</i>			

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

Describe the weather on a sunny day.

Answer: *On a sunny day, the sky is clear and the sun shines brightly. The day is hot and warm.*

Question 5

(Understanding)

Describe a cloudy day.

Answer: *On a cloudy day, the sky is not clear and the sun is not easily seen. The day is normally dark.*

Question 6

(Applying)

Make **ONE** weather related sentence each of your own for each of the following weather conditions given below:

- i. Wet
- ii. Dark
- iii. Sunny
- iv. Windy
- v. Cloudy

Answer:

- i. *Wet: My clothes become wet on a rainy day.*
- ii. *Dark: The sky is dark on a cloudy day.*
- iii. *Sunny: The weather is sunny today.*
- iv. *Windy: I don't like windy days.*
- v. *Cloudy: We feel cold on a cloudy day.*

Question 7

(Applying)

From letters given below, make **FIVE** weather words:

a r i y w a r s t y o w h t n y n i d n w a o d

Answer: *Rain/Rainy, Wind/Windy, Snow/Snowy, Wind/Windy, Hot, Warm, Air*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

One winter morning, you wake up and find the ground white. It is because of the _____.

- i. Sun.
- ii. Fog.
- iii. Snow.
- iv. Cloud.

Answer: *iii. Snow.*

Question 9

(Applying)

Suggest **TWO** ways to make your life comfortable on a snowy day.

Answer:

- i. Wearing thick clothes.*
- ii. Staying near the fire.*

Question 10

(Applying)

Fill in the blanks with the correct weather words.

- i. On a rainy day, the land becomes _____.
- ii. The yaks have long and thick hair to keep their body _____ in cold places.
- iii. Weather changes take place in the lower layers of the _____.

Answer:

- i. wet*
- ii. warm*
- iii. atmosphere*

Question 11

(Applying)

From the puzzle, find **FOUR** weather words and write them in the space provided below:

T	D	X	B	L	A	C
E	H	J	F	B	T	R
M	V	H	X	I	J	A
P	R	B	C	W	K	I
E	G	C	H	S	U	N
R	C	L	O	U	D	Y
A	O	E	T	P	I	N
T	L	U	B	F	K	L
U	D	A	R	K	U	Q
R	J	V	E	P	N	L
E	U	H	E	I	X	B
R	A	C	Z	L	F	Z
M	K	D	Y	H	D	R

Answer: *dark, temperature, cloudy, rainy*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

Why does weather keep on changing? Give **TWO** reasons.

Answer: *Weather keeps on changing because*

- i. *the earth doesnot receive heat equally*
- ii. *the temperature is different in different places .*

Question 13

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the correct matching pairs

Column A	Column B
1. Clouds are seen on a	A Windy day
2. Clear sky is a feature of a	B Rainy day
3. The wind blows on a	C Cloudy day
4. The rain falls on a	D Snowy day
5. The snow falls on a	E Sunny day
	F Foggy day

Answer: *1(C), 2(E), 3(A), 4(B), 5(D)*

Question 14

(Analyzing)

All of the following are weather words **EXCEPT**

- A Cold
- B Dark
- C Warm
- D Water

Answer: *D Water*

Question 15

(Analyzing)

Which of the following are **True** about weather?

- i. The weather changes along with the seasons.
- ii. The weather remains same throughout the year.
- iii. The weather does not remain same in all the places.
- iv. The changes in weather take place in the lowest layer of atmosphere.

COMPETENCY BASED ASSESSMENT - 2015

- A i, ii and iii
- B ii, iii and iv
- C i, iii and iv
- D i, ii and iv

Answer: D i, ii and iv

Question 16

(Analyzing)

Why do plants and animals need sunlight for their survival?



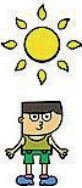

Answer:

- i. Plants need sunlight for preparing food.
- ii. Animals need sun to keep themselves warm.

Question 17

(Analyzing)

Match each of the following weather words listed under column A with the most appropriate picture in column B. Rewrite the item numbers of the correct matching pairs.

Column A	Column B
i. Sunny	 A.
ii. Cloudy	 B.
iii. Windy	 C.
iv. Rainy	 D.

Answer: i (C), ii (D), iii (B), iv (A)

COMPETENCY BASED ASSESSMENT - 2015

Question 18

(Analyzing)

Mention **ONE** similarity and **ONE** difference between a rainy and a cloudy day.

Answer:

Similarity	Difference
<i>Both the days will be dark.</i> <i>Both the days will be cool/cold.</i>	<i>On a cloudy day, the place remains dry.</i> <i>On a rainy day, the place becomes wet.</i>

Question 19

(Evaluating)

Will you be happy if the weather remains sunny throughout the year? Why? Write at least **THREE** reasons.

Answer: Yes, because we can go outside and play with our friends every day. We don't have to spend money on buying umbrellas. The places will not become muddy. There won't be landslides, flood, erosion, etc. **OR**

No, because if the weather is always sunny all plants, animals and people will die. The soil will become dry and plants will not grow well. The air will be dirty with dust and we will get lots of diseases.

Question 20

(Evaluating)

Life of farmers would be difficult without rain. Do you agree? Give **ONE** reason for your answer.

Answer: Yes, because farmers can not grow crops. **OR**

No, because the farmers can do works that does not require rain.

Question 21

(Evaluating)

What kind of weather do you like? Give **THREE** reasons.

Answer: I like sunny weather because I can go out for swimming, a picnic and play outside. **OR**

I like a rainy day because I can collect rain water for cleaning my school and toilet. **OR**

I like a snowy day because I can play in the snow with my friends. I can also take photos for remembrance. I can make snow man. **OR**

I like a windy day because I can watch a tree move, I can fly paper kite and I can read wind direction.

Question 22

(Creating)

Design a model to show any of the following weather conditions using the locally available materials.

- i. Sunny
- ii. Windy
- iii. Snowy
- iv. Rainy

Answer: Children can make any relevant model.

COMPETENCY BASED ASSESSMENT - 2015

1.2 TEMPERATURE

At the end of the lesson a student should be able to:

- 1.2.1 define temperature, and
- 1.2.2 explain with example why some places are hot or cold.

Assessment items

Question 1

(Remembering)

Define temperature.

Answer: *Temperature is the amount of heat in a place or a body.*

Question 2

(Remembering)

Which instrument is used to measure temperature?

- A Speedometer
- B barometer
- C thermometer
- D lactometer

Answer: *C. thermometer*

Question 3

(Remembering)

Write *True* or *False* for each statement given below.

- i. During the day, temperature inside the classroom will be higher than outside the classroom. (*False*)
- ii. We measure temperature in degree centigrade. (*True*)
- iii. Samtse is an example of a hot place. (*True*)

Question 4

(Understanding)

What will happen to the temperature as you climb up the mountain?

Answer: *As I climb up the mountain, the air becomes thinner and the temperature decreases/falls.*

Question 5

(Understanding)

Rewrite the following statements correctly.

The temperature remains same in all places.

Answer: *The temperature differs from place to place.*

- i. We wear warm clothes on hot days.

Answer: *We wear thin clothes on hot days.*

COMPETENCY BASED ASSESSMENT - 2015

- ii. The places under the shades of trees are hot.

Answer: *The places under the shades of trees are cold.*

Question 6

(Applying)

Rearrange the jumbled letters to form the correct weather words and write them in the spaces given below.

e e d g r e	p r a t r e m t u e e	i t w e n r	d o l c

Answer: *degree, temperature, winter, cold*

Question 7

(Applying)

What happens to the reading in the thermometer when it is kept in the sun?

Answer: *When the thermometer is kept in the sun, the reading in the thermometer rises up.*

Question 8

(Applying)

Dorji's body temperature was 29° C in the morning. List down four ways to increase his body temperature at that time and place.

Answer:

- i. *Wear warm clothes.*
- ii. *Jump for a few minutes.*
- iii. *Drink a few cups of hot water.*
- iv. *Stay near the fire place.*

Question 9

(Applying)

Arrange the following places in order of their climatic conditions:

Gasa, Phuentsholing, Punakha

1.....2.....3.....

Answer: *Phuentsholing, Punakha, Gasa*

Question 10

(Analyzing)

It was a sunny morning, Samdrup and his friends went for a picnic on the top of a mountain. when they reached there, they felt very cold. Why did they feel very cold? Write **ONE** reason for your answer.

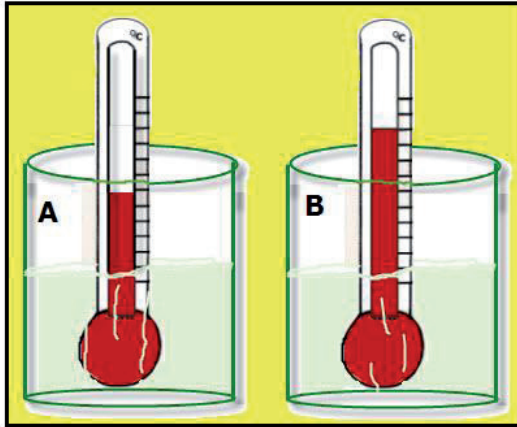
Answer: *As we climb up the mountain, the air becomes thinner and the temperature falls.*

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Analyzing)

Look at the pictures given below and answer the questions that follow.



Which thermometer shows high temperature? Why? Give **ONE** reason.

Answer: *The thermometer B shows high temperature because it is dipped in the hot water.*

Question 12

(Analyzing)

Tobden says that a stone is non-living and its temperature remains same throughout the year while Sherub says the temperature of the stone changes. Find out who is right. Write **ONE** reason for your answer.

Answer: *Sherub is right because the temperature of stone changes with the temperature of its surrounding.*

Question 13

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the matching pairs correctly.

Column A	Column B
1. Phuentsholing	A Instrument
2. 37° C	B Cold
3. Gasa	C Normal body temperature
4. Thermometer	D Degree centigrade
	E Hot

(1)....., (2)....., (3)....., (4).....

Answer: *1 (E), 2 (C), 3 (B), 4 (A)*

COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Evaluating)

Where do you prefer to live, a hot or a cold place? Give **TWO** reasons.

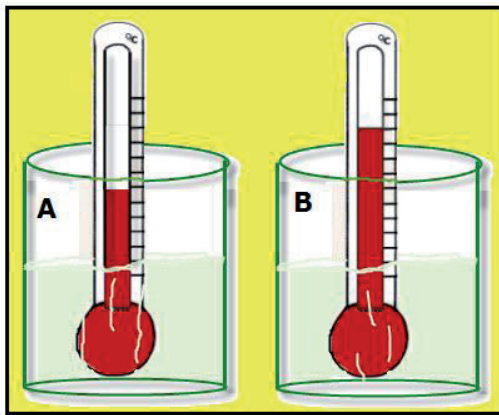
Answer: I prefer to live in a hot place because I can take bath every day and keep myself clean. I can eat lots of ice creams. I can swim with my friends.

I prefer to live in a cold place because I can play in snow. I can enjoy the cool and fresh air.

Question 15

(Applying)

Demonstrate with appropriate diagrams, a rise in temperature and drop in temperature.



Low temperature Raised temperature

Answer:

- *Rise in temperature: the child can draw a diagram inserting the thermometer in the hot water or wrapped in warm clothes/ kept in the sunlight.*
- *Low temperature: the child can draw a diagram inserting a thermometer in the cold water or being kept in ice/ in the shade.*

COMPETENCY BASED ASSESSMENT - 2015

1.3 THERMOMETER

At the end of the lesson a student should be able to:

- 1.3.1 Name the instrument used to measure temperature,
- 1.3.2 Differentiate between a clinical and a weather thermometer,
- 1.3.3 Draw a weather thermometer and
- 1.3.4 Label the units correctly, and
- 1.3.5 Read and interpret temperature on a thermometer.

Assessment Items

Question 1

(Remembering)

The instrument used to measure temperature is

- A barometer.
- B speedometer.
- C lactometer.
- D thermometer.

Answer: *D thermometer.*

Question 2

(Remembering)

The amount of heat in a place or in a body is called

- A hot
- B temperature
- C thermometer
- D degree Celsius

Answer: *B temperature*

Question 3

(Remembering)

What is thermometer?

Answer: *Thermometer is an instrument which is used to measure the temperature.*

Question 4

(Remembering)

Write *TRUE* or *FALSE* against each statement.

- i. Mercury is used in the thermometer. (*True*)
- ii. It becomes warmer as the temperature falls below -10°C . (*False*)
- iii. The boiling point of water is 100°C . (*True*)

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Remembering)

Which instrument is used to measure our body temperature?

Answer: *A clinical thermometer*

Question 6

(Applying)

In the box given below, circle the words either horizontally, vertically or diagonally to form words related to thermometer. Find at least **EIGHT** words.

T	E	M	P	E	R	A	T	U	R	E
A	F	N	Y	R	E	C	H	D	R	E
L	R	O	Z	S	H	R	E	N	S	R
C	E	P	O	P	T	W	R	L	Q	G
E	E	Q	I	R	A	U	M	P	M	E
L	Z	S	U	W	E	H	O	T	E	D
C	I	O	A	C	W	O	M	V	R	M
L	N	V	W	N	A	B	E	U	C	X
U	G	U	Y	Z	R	C	T	A	U	V
S	I	F	Q	O	M	E	E	B	R	I
B	O	I	L	I	N	G	R	D	Y	S

Answers:

- i. *HOT*
- ii. *DEGREE*
- iii. *CELSIUS*
- iv. *BOILING*
- v. *WEATHER*
- vi. *FREEZING*
- vii. *MERCURY*
- viii. *TEMPERATURE*
- ix. *THERMOMETER*

Question 7

(Applying)

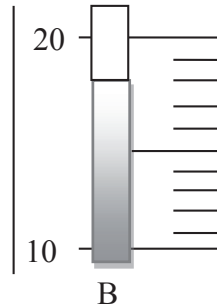
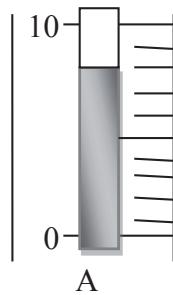
How would we know the changes in temperature, if a thermometer had not been invented?

Answer: *By observing the changes in the natural environment, for example when trees shade their leaves people know that the temperature is decreasing.*

By observing all the human/animal activities (migration, wearing thick/thin clothes, farming activities, etc.)

COMPETENCY BASED ASSESSMENT - 2015

The pictures below are to be used with question No. 3



Question 8

(Applying)

What is the difference between the temperatures of the two thermometers?

Answer:

- A 8 Degree Celsius
- B 18 Degree Celsius

Question 9

(Analyzing)

When you travel from Paro to Phuentsholing, the air becomes warmer. Why do you think so?

Answer:

- When we travel from Paro to Phuntsholing, the air becomes warmer because there is more moisture in the atmosphere that captures more heat.
- Phuntsholing is located in lower altitude.

Question 10

(Analyzing)

Why do farmers in cold places use “green house”?

Answer: The farmers in cold places use green house to maintain the temperature needed by plants. It also helps in controlling pest infestation.

Question 11

(Analyzing)

Thermometer is very important in understanding the type of the weather or climate of a place. Justify the statement with **Five** reasons.

Answer:

- i. Thermometer will help us know how hot or cold the particular place is.
- ii. We will know the maximum and minimum temperature.
- iii. We will know the type of weather of that place.
- iv. We will know the type of climate of a place.
- v. Knowledge of climate is very important in life. For example, a farmer needs to understand the type of climate to grow the right crops.

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the matching pairs correctly.

Column A	Column B
1. -15°C	A Doctor
2. Boiling point	B 0°C
3. Clinical thermometer	C 100°C
4. Freezing point of water	D Gasa
	E 90°C

Answer: 1 (D), 2 (C), 3 (A)

Question 13

(Evaluating)

Will you be happy if the temperature remains same throughout the year? Write **ONE** reason for your answer.

Answer:

Yes, People do not have to buy different types of clothes according to seasons.

No,

- *Some crops cannot grow at the same time.*
- *People will not experience different types of climatic conditions.*
- *People might not know about the frequency of temperature.*

COMPETENCY BASED ASSESSMENT - 2015

1.4 RAIN AND RAIN GAUGE

By the end of the lesson a student should be able to:

- 1.4.1 explain what rainfall is,
- 1.4.2 explain why rainfall is not same everywhere,
- 1.4.3 tell what rain gauge is and
- 1.4.4 design a rain gauge using the available materials.

Assessment Items

Question 1

(Remembering)

Define rainfall.

Answer: *The amount of water that falls on the ground at a given period of time is called rain fall.*

Question 2

(Remembering)

Name the instrument used to measure rainfall?

Answer: *The instrument used to measure rainfall is a rain gauge.*

Question 3

(Applying)

Mention any **TWO** features of a rainy day.

Answer: *Some features of a rainy day are cloudy, cool, cold, moist or partly sunny.*

Question 4

(Applying)

During the summer months we receive rain.

- A no
- B more
- C some
- D less

Answer: *D less*

Question 5

(Applying)

Draw a picture of what people do on a rainy day.

Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 6

(Analyzing)

Why do we use umbrella on a rainy day?

Answer: *We use umbrella on a rainy day to prevent ourselves from getting wet from the rain.*

Question 7

(Analyzing)

If Phuentsholing does not receive rainfall for six months, what possible environmental conditions would you experience? List at least **FOUR** points

Answer: *If in Phuentsholing does not receive rainfall for six months,*

- *it would be very hot,*
- *it would be dry and dusty,*
- *the plants and trees will start dying and*
- *farmers cannot grow their crops well.*

(The table below is to be used with question 9 and 10)

Sl.no	Name of the Dzongkhag	Annual total rainfall
1.	Bumthang	829.5mm
2.	Samtse	4797 mm

Source: Statistical year book of Bhutan, 2011

Question 8

(Analyzing)

Why does Samtse receive more rain than Bumthang?

Answer: *Samtse receives more rainfall than Bumthang because*

- *Samtse lies in a lower attitude.*
- *Samtse is nearer to the Indian Ocean.*

Question 9

(Analyzing)

Pema was asked by his teacher to keep his rain gauge in a safe place outside the class. Give **TWO** reasons why Pema was asked to do so.

Answer: *Pema was asked to keep his rain gauge outside the class in a safe place to:*

- *get the correct amount of rainfall.*
- *keep it away from children and animals.*

Question 10

(Evaluating)

Life for farmers would be difficult if there was no rain. Do you agree? Write **ONE** reason to support your answer.

Answer:

*Yes, because farmer need water for their crops to grow well. **OR***

No, because farmer can use the irrigation facilities to grow their crops.

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Evaluating)

There is a vacant land both in Samtse and Wangdue dzongkhags. Given a choice where would you like to settle? Write at least **ONE** reason to support your answer.

Answer:

I will choose to settle in Samtse because it has more rainfall, which is good for paddy cultivation. OR

I will choose to settle in Wangdue because it has less rainfall which is good for potato cultivation.

Question 12

(Creating)

Give instructions to design a simple rain gauge using locally available materials.

Answer: *Materials: clean plastic bottle, a ruler, glue, a pencil, sellotape, a piece of paper and a blade or pair of scissors.*

How to make

- i. Cut the top of the plastic bottle.*
- ii. Make a 100 millimeter scale*
- iii. Turn the top upside down and put it into the bottle.*
- iv. Paste your paper scale vertically on the side of the bottle. Cover the scale with the transparent sello-tape to protect it from rain.*

The table below shows the total monthly rainfall of Gasu Dzongkhag. Use the information in the table to answer Questions 13, 14 and 15.

Sl.	Months of the year	Total average rainfall (mm)
1	January	43.0
2	February	14.2
3	March	120.2
4	April	50.4
5	May	134.7
6	June	270.0
7	July	453.0
8	August	295.2
9	September	270.4
10	October	149.0
11	November	3.5
12	December	13.0

Source: Statistical year book of Bhutan 2013

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Applying)

In which month does Gasa receive the maximum rainfall?

- A June
- B July
- C August
- D September

Answer: B July

Question 14

(Applying)

Calculate the average annual rainfall of Gasa.

- A 150.3mm
- B 151.38mm
- C 270.0mm
- D 1816.6mm

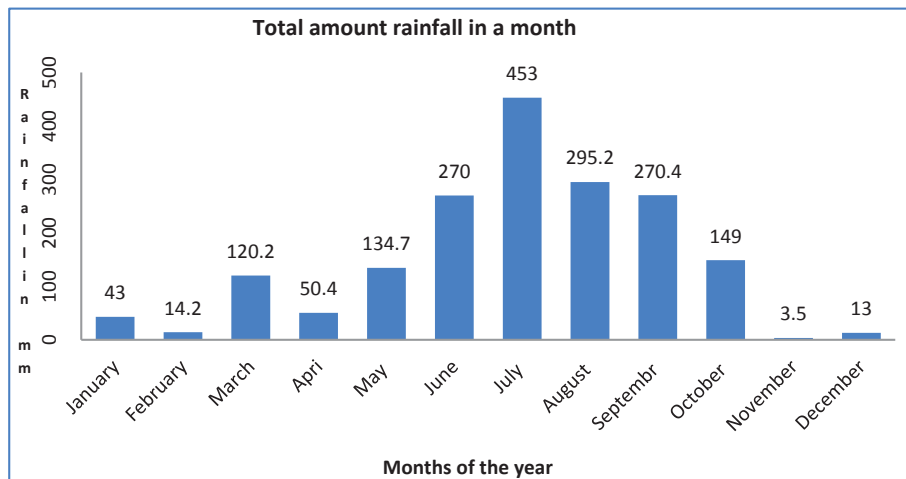
Answer: B 151.38

Question 15

(Applying)

Using the information from the table, draw a bar graph to show the total annual rainfall.

Answer:



1.5 DIRECTION AND COMPASS

At the end of the lesson a student should be able to:

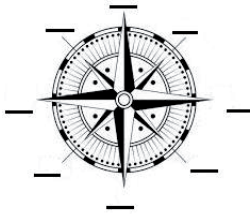
- 1.5.1 tell four main directions
- 1.5.2 four cardinal directions
- 1.5.3 describe a compass
- 1.5.4 state the importance of the sun in relation to direction and
- 1.5.5 carry out an experiment to prove that a compass always points towards North.

Assessment items

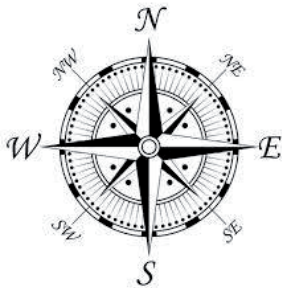
Question 1

(Remembering)

Given below is the picture of a compass. Label the directions. Draw a compass showing four main directions and four cardinal directions.



Answer:



Question 2

(Remembering)

Write **TRUE** or **FALSE** against each of the following sentences.

- i. Only pilots use compass. (*False*)
- ii. Bhutan is to the north of China. (*False*)
- iii. A compass shows eight directions. (*True*)
- iv. The freely moving needle in a compass always points to the north. (*True*)

COMPETENCY BASED ASSESSMENT - 2015

Question 3

(Understanding)

Write down **THREE** features of the instrument shown in the diagram below.



Answer:

- i. The diagram above is a compass.
- ii. It is an instrument used to find the directions.
- iii. Pilots, sailors, soldiers, astrologers and navigators mainly use it.
- iv. There are four main directions and four cardinal directions.

Question 4

(Applying)

You are in a new place and you find it difficult to locate a place north of you. Which instrument would you use to locate the direction that's north of you?

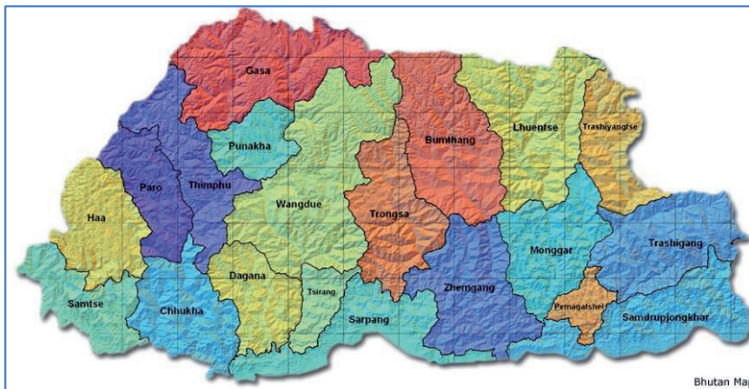
- A Compass
- B Wind vane
- C Rain gauge
- D Thermometer

Answer: A Compass

Question 5

(Applying)

Study the Bhutan map given below and answer the questions that follow:



Source: <http://www.mapsofworld.com/bhutan/bhutan-political-map.html>

- i. Which dzongkhag is located to the north of Samtse?

Answer: Haa is located to the north of Samtse.

- ii. Name **TWO** dzongkhags located to the east of Bumthang dzongkhag?

Answer: Lhuentse and Tashi Yangtse dzongkhags are located to the east of Bumthang Dzongkhag.

- iii. Which dzongkhag is located to the north west of Chukha dzongkhag?

Answer: Paro dzongkhag is located to the north west of Chukha dzongkhag.

COMPETENCY BASED ASSESSMENT - 2015

Question 6

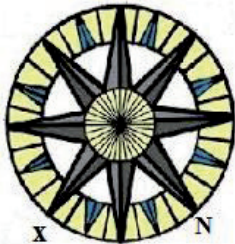
(Applying)

Compass is an important instrument used to find the direction. With reference to this statement, fill in the blanks with the appropriate words.

1. There are _____ main directions. (*four*)
2. The direction opposite to the North-West is the _____. (*South East*)
3. The person who stated that there must be a huge magnet at the centre of the earth was _____. (*William Gilbert*)

Question 7

(Applying)



Pema is walking through a deep forest. She loses her way and her compass shows that she is heading towards direction X, as shown in the diagram above. To which direction is Pema heading?

Answer: *She is heading towards the east.*

Question 8

(Applying)

To reach the school from his home, Sonam has to walk towards south. In which direction should he walk on his way back home following the same route?

- A East
- B North
- C South
- D West

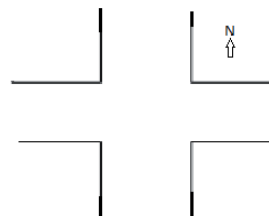
Answer: *B North*

Question 9

(Applying)

The diagram below shows a crossroad. Karma approaches it in her car from the South, and then turns right. In which direction is she driving now?

- A East
- B North
- C South
- D West



Answer: *A East*

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Applying)

Rearrange the steps to locate north from the jumbled steps given below:

- i. Take a needle and a magnet.
- ii. Float the plastic strip in a bowl of water.
- iii. The needle will point to the north.
- iv. Rub the needle on the north end of the magnet.
- v. Take a bowl of water and a plastic strip.
- vi. Place the rubbed needle on the floating plastic strip.

Answer:

- i. Take a bowl of water and a plastic strip.
- ii. Float the plastic strip in a bowl of water.
- iii. Take a needle and a magnet.
- iv. Rub the needle on the north end of the magnet.
- v. Place the rubbed needle on the floating plastic strip.
- vi. The needle will point to the north.

Question 11

(Analyzing)

Why does a pilot flying an airplane use a compass?

Answer: A pilots flying an airplane uses a compass to find the direction.

Question 12

(Evaluating)

Soldiers must use compass. Do you agree? Justify with **ONE** reasons.

Answer: Yes, it helps them to find the geographical direction of a place. OR
No, sometimes it might provide false direction.

Question 13

(Creating)

Provide children with the following materials and ask them to make a compass showing the eight directions.

Materials

- i. Card board
- ii. Chart paper
- iii. Scissors
- iv. Marker pen
- v. Glue/sello-tape
- vi. Geometric box

COMPETENCY BASED ASSESSMENT - 2015

1.6 WIND VANE

By the end of the lesson a student should be able to:

- 1.6.1 define a wind vane,
- 1.6.2 make a wind vane using the available materials
- 1.6.3 describe how a wind vane works and
- 1.6.4 explain the importance of a wind vane.

Assessment Items

Question 1

(Remembering)

Write down **TWO** different ways to find out the wind direction.

Answer:

- i. *Using a wind vane.*
- ii. *Observing a piece of light cloth hung on a rope in an open area.*

Question 2

(Remembering)

Write the full form of the abbreviations given below.

NE	<i>North East</i>
SW	<i>South West</i>
SE	<i>South East</i>
NW	<i>North West</i>

Question 3

(Understanding)

Following are the materials used to make wind vane **EXCEPT**

- A pen cap
- B scissors
- C cardboard
- D bottle

Answer: *D bottle*

Question 4

(Remembering)

Write *TRUE* or *FALSE* against each of the following sentences:

- i. Wind blows from one direction only. (*FALSE*)
- ii. The direction of the arrow of the wind vane shows the wind direction. (*TRUE*)
- iii. Prayer flags can also be used to find the wind direction. (*TRUE*)

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

What is the use of pen cap in a wind vane?

Answer: To make the arrow easier to spin.

Question 6

(Understanding)

All the following statements are true **EXCEPT**.

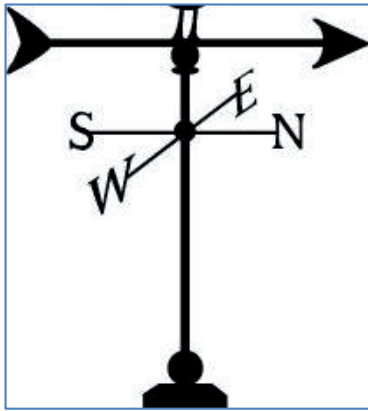
- A Arrow of the wind vane points to the wind direction.
- B Wind blows from any direction.
- C We can find the wind direction by looking at the stars.
- D Compass is also used in wind vane.

Answer: C We can find the wind direction by looking at the stars.

Question 7

Draw a wind vane.

(Applying)



Source: www.afribary.com/topic

Question 8

(Applying)

With reference to finding the wind direction, fill in the blanks with correct words.

- i. Theof a wind vane points to the wind direction. (*arrow*)
- ii. A wind vane is an..... (*instrument*)
- iii. We cannot see the wind but we can it. (*feel*)

Question 9

(Applying)

Rearrange the procedure of making a wind vane.

- i. Use a compass made with paper with marked directions.
- ii. Fix the wind vane in a good open place.
- iii. Cut out two broad arrows about 30 cm long.
- iv. Make a small hole in the middle of the compass and place it on the stick.
- v. Glue the arrows to the pen top and place the pen top on the stick.

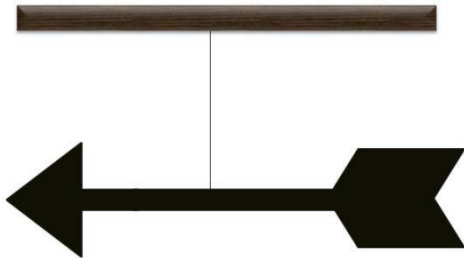
Answer: iii, v, i, iv, ii

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Applying)

Identify **TWO** mistakes in the picture of a wind vane given below.



Answer: *The wind vane is not fixed properly and therefore it will not indicate the correct wind direction. The weight of the wind vane is heavy and it shall not give the correct wind direction.*

Question 11

(Applying)

From the puzzle, find **FOUR** words, placed vertically or horizontally, related to making of wind vane.

C	O	M	P	A	S	S
A	Z	P	E	N	W	Z
R	T	G	N	Y	O	X
T	I	L	C	Q	O	C
O	G	W	I	N	D	N
N	A	I	L	D	K	M

1.2.....3.....4.....

Answer: *1. COMPASS, 2. CARTON, 3. WIND, 4. PENCIL*

Question 12

(Applying)

The best place to fix the wind vane is

- A in the forest.
- B in the tree.
- C inside the classroom.
- D in an open place.

Answer: *D in an open place.*

Question 13

(Analyzing)

Why does a wind vane move, although is not a living being?

Answer: *A wind vane cannot move on its own like a living thing but it is rotated by the wind.*

Question 14

(Evaluating)

Should a school have a wind vane?

Answer: *Yes, because we will know the direction of wind. OR*

No, because it will distract our attention and will be difficult to take care.

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Evaluating)

Do you think wind is really helpful to us? Give **TWO** reasons.

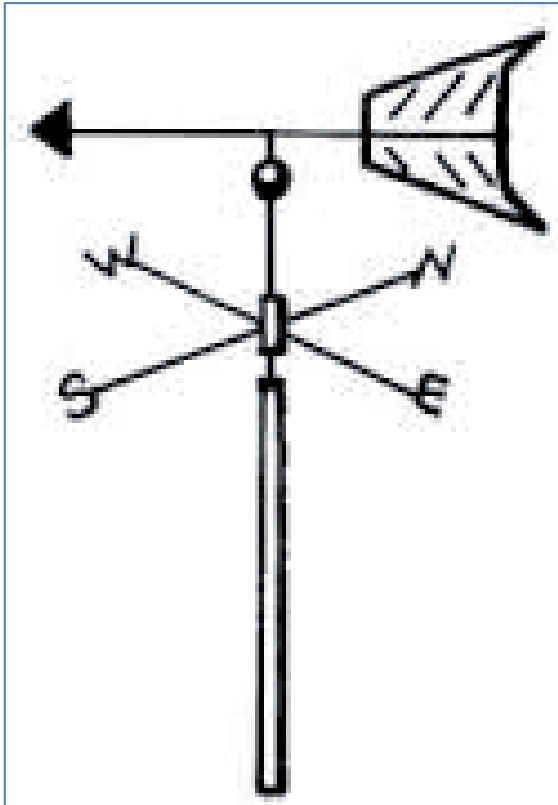
Answer: *Yes, because it is the source of wind energy and living things need air to breath. OR*

No, because it destroys our things and even kill the living things.

Question 16

(Creating)

Make a wind vane of your own using locally available materials to show the wind direction.



COMPETENCY BASED ASSESSMENT - 2015

1.7 HOW STRONG IS WIND

At the end of the lesson a student should be able to:

- 1.7.1 List down the types of wind,
- 1.7.2 Distinguish between wind and storm, and
- 1.7.3 Suggest safety measures during a storm.

Assessment items

Question 1

(Remembering)

The other name of the strong wind is

- A gale.
- B storm.
- C wave.
- D breeze.

Answer: *A gale*

Question 2

(Remembering)

The most destructive wind is:

- A storm.
- B wave.
- C breeze.
- D strong wind.

Answer: *A storm*

Question 3

(Remembering)

Write TRUE or FALSE against each statement.

- i. Wind always blows in one direction. (*False*)
- ii. Wind vane is an instrument which tells us how strong the wind is. (*False*)
- iii. In Bhutan the strong wind blows in Wangduephodrang. (*True*)

Question 4

(Understanding)

What is wind?

Answer: *Moving air is wind.*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Make a sentence of your own by using the following words:

- i. Storm
- ii. Gentle breeze
- iii. Strong wind

Answer:

- *Storm – The storm destroys lives, properties and environment.*
- *Gentle breeze – Gentle breeze makes us feel cool in hot day.*
- *Strong wind – We should stay inside the house when there is a strong wind.*

Question 6

(Understanding)

List **THREE** advantages of wind?

Answer: *Following are the advantages of wind:*

- *It brings rain.*
- *It helps in lowering the temperature of the atmosphere.*
- *It helps in pollination of the plants.*

Question 7

(Applying)

You are on a holiday with your family. Suddenly tree branches break off, roof of the houses get blown away and people run for safety. What safety measures will you take during such times?

Answer: *We should take the following safety measures:*

- *Move indoors as quickly as possible.*
- *Avoid going near the flag poles and electric poles.*
- *Stay away from doors and windows.*
- *Avoid taking a shelter under bridges.*

Question 8

(Applying)

Fill in the blanks.

The instrument which is used to measure the wind direction is called.

Answer: *Wind Vane.*

Question 9

(Applying)

What would happen to the following, if there is a continuous blow of strong wind? Write **ONE** consequence each.

Answer:

1	<i>Farming</i>	<i>Destruction of crops.</i>
2	<i>Market</i>	<i>Destruction of market place</i>
3	<i>Human Activity</i>	<i>Disrupt normal human activities</i>
4	<i>Human Health</i>	<i>Health hazards</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Analyzing)

Match each item in **column A** against the correct item in **column B**. Rewrite the matching pairs correctly.

Column A	Column B
1. Causes great loss to the people	A Storm
2. Making light objects to move gently	B Breeze
3. Light movement of leaves and prayer flags	C Cross wind
4. Tree branches break off and it is difficult to walk	D Strong wind
	E Gentle breeze

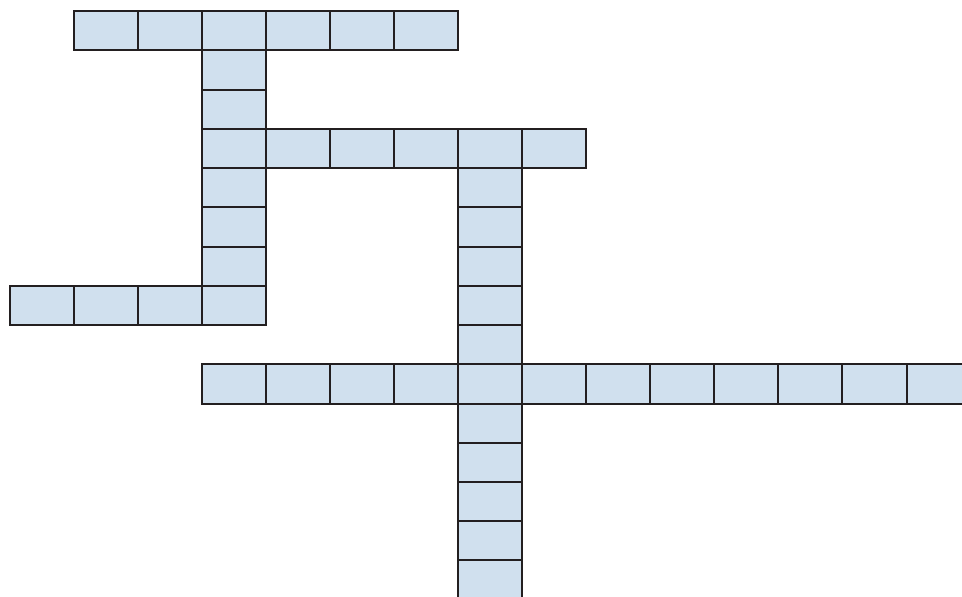
Answer: 1 (D), 2 (E), 3 (B), 4 (A)

Question 11

(Applying)

Read the following words and phrases and solve the Cross word puzzle given below.

- i. Storm.
- ii. Strong wind.
- iii. No movement of wind vane.
- iv. Petals of the flower move gently.
- v. Instrument used to find wind direction.
- vi. Strong wind makes it move and break off.



Answer:

- i. Wind vane.
- ii. Damage.
- iii. Gale.
- iv. Gentle breeze.
- v. Tree branches.

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Evaluation)

Would you like to live in a place with no wind or a place with gentle breeze?

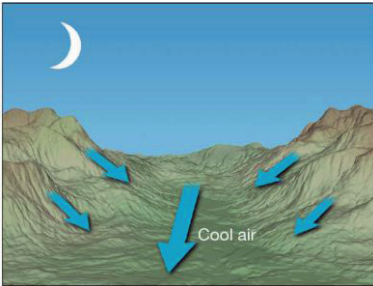
Answer:

- i. *A place with no wind*
 - *Less destruction to the environment.*
 - *No dust.*
- ii. *Gentle breeze*
 - *It will cool the weather.*
 - *No destruction.*
 - *Helps to dry the clothes faster.*

Question 13

(Evaluation)

What kind of wind do you like? Why?



Breeze



Gentle Breeze

Answer:

- *Gentle breeze because it makes the place cool and beautiful with gentle movement of leaves, prayer flags and other light objects.*
- *If there is no wind there will be no dust.*

Question 14

(Creating)

Many parts of Bhutan have recently been affected by storm. You as a future leader, suggest **THREE** ways to protect our properties and ourselves from such disasters.

Answer:

- i. *Use strong and heavy materials for roofing.*
- ii. *Avoid construction facing toward the wind direction.*
- iii. *Avoid tree plantation near the house.*
- iv. *Avoid instillation of electric pole and prayer flags near the house.*

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Creating)

Categorize the following pictures under the following headings:

- No wind
- Gentle wind
- Strong wind
- Storm

Answer:



No wind



Gentle wind



Strong wind



Storm

1.8 MAKING WEATHER SYMBOLS

At the end of the lesson a student should be able to:

- 1.8.1 draw a symbol for each kind of weather condition,
- 1.8.2 match weather words with the symbols, and
- 1.8.3 explain the importance of sunlight for the formation of rainbow.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for each of the following statements.

- i. Sunny day is hot and bright.*(True)*
- ii. There are landslides on a heavy rainy day.*(True)*
- iii. The plants become dry on rainy day.*(False)*
- iv. Storm can destroy our environment.*(True)*
- v. The weather is very clear on a foggy day.*(False)*
- vi. We see frost in the early mornings of summer.*(False)*
- vii. Animals get lots of food to eat when it is snows.*(False)*
- viii. People living in the higher altitude wear thin clothes in winter.*(False)*
- ix. A hail is a small ball of ice which falls from the sky like rain.*(True)*

Question 2

(Understanding)

“There are seven colours in a rainbow”. The combination of the seven colour is called **VIBGYOR**. What is the other name for violet in a rainbow?

- A Pink.
- B Grey.
- C Purple.
- D Brown.

Answer: *C Purple*

Question 3

(Understanding)

Which of the following weather makes a place look white?

- A Windy.
- B Snowy.
- C Sunny.
- D Cloudy.

Answer: *B Snowy*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

All of the following colours are found in a rainbow **EXCEPT**

- A Red
- B Grey
- C Black
- D Orange

Answer: *C Black*

Question 5

(Applying)

“In some places we come across thick cloudy air near the ground. It is difficult for us to see through”. Identify the weather condition described above.

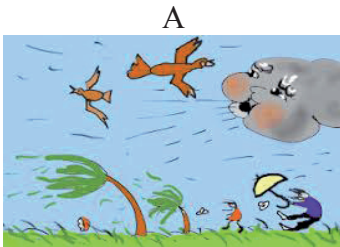
- A Foggy
- B Snowy
- C Rainy
- D Cloudy

Answer: *A Foggy*

Question 6

(Analyzing)

Which picture best shows a windy day?



Answer: *A*

COMPETENCY BASED ASSESSMENT - 2015

Question 7

(Applying)

From the word puzzle, find **SIX** weather words placed vertically, horizontally or diagonally.

A	S	P	G	L	N
S	T	O	R	M	V
L	F	H	A	I	L
E	R	E	I	T	P
E	O	C	N	Q	T
T	S	G	C	E	U
A	T	Y	E	G	M

Answer: *Storm, Sleet, Fog, Rain, Hail, Frost*

Question 8

(Applying)

Rearrange the jumbled letters below to form the correct weather words.

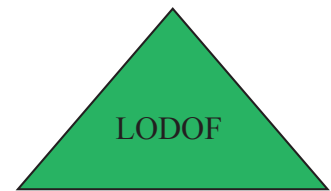
i.



ii.



iii.



iv.



v.



Answer:

i. *Frost*

ii. *Cloudy*

iii. *Flood*

iv. *Drizzle*

iv. *Rainbow*

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Analyzing)

Mention **ONE** similarity and **ONE** difference between a rainy and a cloudy day.






Answer: *The similarity and the difference between a rainy day and a cloudy day are:*

Similarity	Difference
<ul style="list-style-type: none"> ▪ <i>day is dark</i> ▪ <i>day is cool/ cold</i> 	<ul style="list-style-type: none"> ▪ <i>on the cloudy day the place will be dry</i> ▪ <i>on rainy day the place will be wet.</i>

Question 10

(Analyzing)

Match each picture in **Column A** with the correct item in **Column B**. Write the correct matching pairs.

Column A	Column B
1. 	A. Cloudy
2. 	B. Windy
3. 	C. Sleet
4. 	D. Rainy
5. 	E. Hail
	F. Partly sunny

Answer: 1. (F) 2. (D) 3. (E) 4. (A) 5. (B)

Question 11

(Applying)

Explain how rainbow is formed?

Answer: *When there is a drizzle and sunshine at the same time we see a rainbow.*

Question 12

(Analyzing)

Why are snowy days very cold?

Answer: *It is very cold on snowy days because there is a little sun shine. The temperature is very low.*

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Creating)

Imagine that you are a Social Studies teacher and you want to teach about rainbow to your students but on that day there is no rainbow. How will you make an artificial rainbow?

Answer: *To teach the concept of a rain bow, I will:*

Steps:

- *look for a puddle.*
- *take the students out of the class.*
- *pour few drops of kerosene / diesel in the puddle.*
- *It will form different colours of a rainbow. OR*

Steps:

- *take the children out in the sun.*
- *place a mirror in the tray which contains water.*
- *shake the tray in the opposite direction of the sun where there is a wall.*
- *This will show the colours of VIBGYOR OR*

Steps:

- *get a plastic ruler/ a pen/ a compact disc.*
- *move/shake the disc gently in the sun light.*

OR

- *Make a fine spray of water against the light.*
- *This helps get the colours of a rainbow*

Question 14

(Analyzing)

Suggest **TWO** ways to make your life comfortable on sunny days.

Answer: *Two ways to make myself comfortable on sunny days are:*

- *using umbrellas.*
- *wearing thin clothes.*
- *taking bath every day.*
- *using air conditioner in the room.*
- *using fans.*

Question 15

(Creating)

By using the locally available materials, design a symbol for each of the following weather conditions:

- i. Cloudy
- ii. Sunny
- iii. Rainy
- iv. Windy
- v. Snowy

Answer: *Possible materials - water, clay, cotton, water colour, cardboard, wood, paper etc....*

1.9 RECORDING THE WEATHER

At the end of the lesson a student should be able to:

- 1.9.1 record and maintain a weather book on a daily weather conditions, and
- 1.9.2 explain the pattern of weather conditions for a particular period of time.

Assessment items

Question 1

(Remembering)








List the things needed to make a weather chart.

Answer: *Chart papers, a pair of scissors, a ruler and a pen.*

Question 2

(Applying)

Using the data given below, answer the following questions:

Date & time	Temperature	Rainfall	Weather symbol
Monday 8AM	12°C	Nil	
Tuesday 8AM	16°C	20 mm	
Wednesday 8AM	10°C	30 mm	
Thursday 8 AM	22°C	Nil	
Friday 8AM	23°C	40 mm	
Saturday 8AM	11°C	20 mm	
Sunday 6AM	9°C	18 mm	

Source: <https://www.google.bt/search?q=pictures+of+snowfall,+windy+and+cloudy>

COMPETENCY BASED ASSESSMENT - 2015

i. Which day recorded the heaviest rainfall?

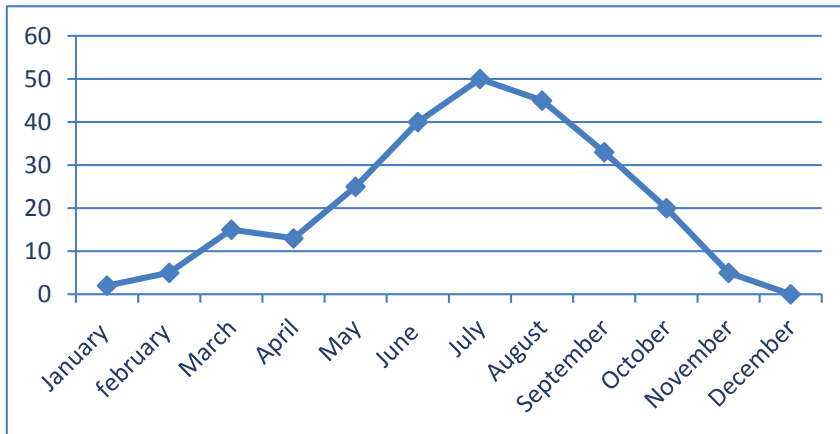
Answer: *The heaviest rainfall was recorded on Friday.*

ii. What is the average temperature of the week?

Answer: *The average temperature of the week is 16.14 °C.*

Question 3

Given below is the average rainfall of a year. Study the graph and answer the questions that follow.



i. Which month recorded the lowest rainfall?

(Understanding)

Answer: *December as there was no rain fall during the month.*

ii. June, July and August recorded the highest rainfall. Why do you think so?

(Analyzing)

Answer: *we experience heavy rainfall because these months fall in the summer season.*

iii. What is the average rainfall of the year?

(Applying)

Answer: *The average rainfall of the year is 21.16mm.*

iv. The highest rainfall is recorded in the _____ season.

(Applying)

- A Spring
- B Autumn
- C Summer
- D Winter

Answer: *C Summer*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

In groups, you are provided with a thermometer, a wind vane and a rain gauge. Record the temperature, wind direction and rainfall for the month of June in the format given below:

Date & time	Temperature	Rainfall	Wind direction
Monday: 8 AM	12 ^o C	20 mm	SW
Tuesday: 8 AM			
Wednesday: 8 AM			
Thursday: 8 AM			
Friday: 8 AM			
Saturday: 8 AM			
Sunday: 8 AM			

Question 5

Read the passage given below and answer the questions that follow:





On 25th January 2014, Haa experienced heavy snowfall and the temperature recorded was – 2^oC. On the same day, Lhuntse remained cloudy and the temperature recorded was 9^oC. On the same day, Wangduephodrang experienced a very windy day with the temperature of 13^oC , while the day remained sunny in Chukha dzongkhag recording the highest temperature of 16^oC.of the day.

i. Complete the table given below.

(Applying)

Name of the Dzongkhag	Temperature	Rainfall	Weather	Weather symbols
Haa				
Lhuntse				
Wangduephodrang				
Chukha				

Answer:

Name of the Dzongkhag	Temperature	Rainfall	Weather	Weather symbols
Haa	–2 ^o C	Nil	Snowy	
Lhuntse	9 ^o C	Nil	Cloudy	
Wangduephodrang	13 ^o C	Nil	Windy	
Chukha	16 ^o C	Nil	Sunny	

Source: <https://www.google.bt/search?q=pictures+of+snowfall,+windy+and+cloudy>

COMPETENCY BASED ASSESSMENT - 2015

ii. What is the difference in temperature between Haa and Chukha dzongkhag? *(Applying)*

Answer: *The temperature difference is 14 °C.*

iii. In which dzongkhag would you choose to settle considering its weather conditions? Give **TWO** reasons. *(Evaluating)*

Answer: *i. I would settle in Haa because I like to live in a cold place.*

ii. I will get to wear thick clothes and need not come out of the house for work.

OR

i. I would settle in Chukha dzongkhag because of the warm weather.

ii. We get to eat fresh fruits and vegetables throughout the year.

Question 6

(Analyzing)

Why is it important to maintain a weather chart?

Answer: *It is important to maintain a weather chart because it helps:*

- i. in reading the daily weather conditions,*
- ii. prepare for the bad weather conditions,*
- iii. to forecast the weather conditions,*
- iv. to compare the place with rest of the world in terms of climate.*

Question 7

(Creating)

Use the given materials to design a classroom weather chart of your own and keep a record of daily weather.

Materials

- Chart paper
- Marker pen
- Scissor
- Thermometer
- Marker pen
- Glue/sello tape

Answer: *(It depends on the creativity of the students).*

1.10 DOES WEATHER MAKE A DIFFERENCE?

At the end of the lesson a student should be able to:

- 1.10.1 explain the diverse effects of weather on plants, animals, humans and land,
- 1.10.2 list down the farming activities carried out in their localities during summer and winter and
- 1.10.3 investigate the damages caused by weather conditions in their localities in the past years.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for the following statements.

- i. In winter, the weather becomes dry. (*TRUE*)
- ii. Rivers become small and dry up in summer. (*FALSE*)
- iii. In summer, the weather is hot and wet. (*TRUE*)
- iv. In winter, there will be soil erosion. (*FALSE*)

Question 2

(Remembering)

Name the months under each season.

Spring	Summer	Autumn	Winter

Answer:

Spring	Summer	Autumn	Winter
<i>March</i>	<i>June</i>	<i>September</i>	<i>December</i>
<i>April</i>	<i>July</i>	<i>October</i>	<i>January</i>
<i>May</i>	<i>August</i>	<i>November</i>	<i>February</i>

Question 3

(Understanding)

The following are the causes and effects of weather **EXCEPT**

- A Plants grow faster in summer.
- B Heavy rainfall causes floods and soil erosion.
- C Mosquitoes and tadpoles change their colour.
- D People wear thick clothes to keep themselves warm in winter.

Answer: *C Mosquitoes and tadpoles change their colour.*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

Fill in the blanks.

- i. Heavy rainfall occurs in
- ii. Inseason leaves fall.
- iii. Surrounding looks in summer.

Answer: *i. Summer ii. Winter iii. green/fresh/wet*

Question 5

(Applying)

Complete the given puzzle to form **SIX** weather words.

								D 5.
					4.			
				3.S	U		N	Y
		2. R			M			
		I						
1.W	I		T		R			
E								

Down.

Across.

Wet, Rain, Summer and Day

Winter and Sunny

Question 6

(Applying)

Write down **FOUR** examples of weather.

Answer: *Sunny, Rainy, Cloudy, Windy*

Question 7

(Applying)

Which of the following happens due to weather?

- A People grow old.
- B Air becomes wet.
- C People drive car.
- D Animals start eating.

Answer: *B Air becomes wet.*

Question 8

(Applying)

Use the letters given below to form **FIVE** names of vegetables.

a p r c t a b m n h d o g s i e n l i t g b o l

Answer:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Creating)

Dophu is a farmer in Namchalla in Dagana Dzongkhag. He plans to do different activities in the coming year. If you were Dophu's child, how would you help your father plan activities for each season?

Winter	
Summer	
Autumn	
Spring	

Answer:

Winter	- Collect firewood. - Dry fruits and vegetables.
Summer	- Weeding the crops - Grow different vegetables.
Autumn	- Harvest crops - Collect dry leaves for making manure.
Spring	- Plough fields - Sow seeds

Question 10

(Creating)

If you were a farmer, what are the four farming activities you would like carry out in your locality during summer?

Answer: *If I were a farmer, I would plough field, sow seed, plant different crops and vegetables and do weeding in summer.*

Question 11

(Analyzing)

Match each item in column **A** against the correct item in column **B**. Rewrite the correct matching pairs.

Column A	Column B
1. Ice cream melts faster	A winter.
2. Landslides	B people wear light clothes.
3. Hot weather	C summer.
4. Forest fire usually occurs	D heavy rainfall.
	a. no mosquitoes and frogs.

Answer: *1 (c), 2 (d), 3 (b), 4 (a)*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

Sort the items given below under the given headings.

Flowers, rain, erosion, landslides, woolen clothes, dried vegetables, ice cream, dry, swimming

Winter	Summer

Answer:

Winter	Summer
<i>Woolen clothes</i>	<i>Landslides</i>
<i>Dry</i>	<i>Erosion</i>
<i>Dried vegetables</i>	<i>Rain</i>
	<i>Ice cream</i>
	<i>Swimming</i>
	<i>Flowers</i>

Question 13

(Analyzing)

Which of the following describes summer?

- i. floods
 - ii. Rain coat
 - iii. Forest fire.
 - iv. Smaller river
- A I and II
B II and III
C II and IV
D III and IV

Answer: A I and II

Question 14

(Analyzing)

List TWO examples to show the differences between Summer and Winter.

Summer	Winter
<i>Rainfall</i>	<i>Snowfall</i>
<i>Green environment</i>	<i>Dry</i>

Question 15

(Evaluating)

Which season do you prefer, summer or winter? Give **TWO** reasons.

Answer: *I prefer summer because:*

- *I get more green fruits and vegetables to eat.*
- *Environment looks fresh, green and beautiful. OR I prefer winter because:*
- *I get long vacation.*
- *I get to play in snow. (Any other relevant answers)*

COMPETENCY BASED ASSESSMENT - 2015

Question 16

(Creating)

What will happen to life on earth if weather never changes?

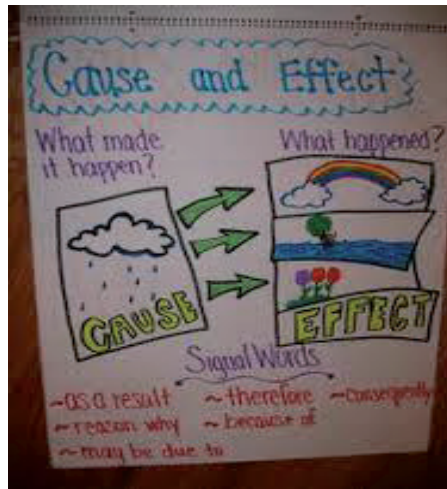
Answer: *If weather never changes plants will not grow well, land will be dry or wet and living things will not survive or survive well.*

Question 17

(Creating)

Design a simple poster showing causes and effects of weather.

Answer:



Source: www.afribrary.com/topic

BLOCK TWO: THE LAND AROUND US

2.1 THE LAND AROUND US

At the end of the lesson a student should be able to:

- 2.1.1 list down the various landforms in Bhutan,
- 2.1.2 explain why Bhutan has fewer plains,
- 2.1.3 give examples of various landforms and
- 2.1.4 describe the various landforms in Bhutan.

Assessment items

Question 1

(Remembering)

The highest mountain peak in our country is

- A Jomolhari.
- B Masagang.
- C Jigchudrakey.
- D Gangkhar Phuesum.

Answer: *D. Gangkhar Phuesum.*

Question 2

(Remembering)

The height of Gangkhar Phuesum is _____

- A 7541 m
- B 7551 m
- C 7561 m
- D 7571 m

Answer: *C. 7561 m*

Question 3

(Remembering)

Write *TRUE* or *FALSE* against each statement.

- a) Wide valleys have gentle sides. (*True*)
- b) It is easy to build houses on the slopes of deep narrow valleys. (*False*)
- c) It is easier to carry load up a gentle slope than a steep slope. (*True*)

Question 4

(Understanding)

What is a valley?

Answer:

- *The land between two mountains is called a valley.*
- *Valley is a low area between hills, often with a river running through it. (Wikipedia. the free encyclopedia.)*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Fill in the blanks with appropriate words related to landforms.

- i. Examples of a wide valley are Paro and _____.
- ii. The high steep side of a mountain is called _____.
- iii. The landform which is shaped like the letter V is _____ valley.

Answer:

- i. *Bumthang/Thimphu*
- ii. *Cliff*
- iii. *V-shaped*

Question 6

(Applying)

Differentiate between V- shaped valley and U- shaped valley using **TWO** points each.

V- shaped valley	U- shaped valley
It is formed when river erodes the bed more rapidly than the sides of the valley.	It is formed when river erodes sides of the valley more rapidly than river bed.

Question 7

(Applying)

Choose the correct name of place from the given box and write it against each land feature under the column “Places”

Bumthang, Paro, Mongar, Trongsa, Samtse	
Land feature	Places
a. Cliff	
b. Plains	
c. Waterfall	
d. Wide valley	
e. Black mountain	






Answer: a. *Paro*, b. *Samtse*, c. *Mongar*, d. *Bumthang*, e. *Trongsa*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Match the name of each landform with the most appropriate picture given below. Re write the item numbers of the matching pairs.

1. Cliff	A	
2. Waterfall	B	
3. Plain	C	
4. Wide valley	D	
	E	

Answer: 1(C),2(D),3(A),4(E)

Question 9

(Analyzing)

Family 'A' lives in the plains and family 'B' lives in the mountains. Which family do you think can grow more varieties of crops? Why?









Answer: *Family 'A' can grow more varieties of crops because plains are warmer with longer growing seasons.*

COMPETENCY BASED ASSESSMENT - 2015

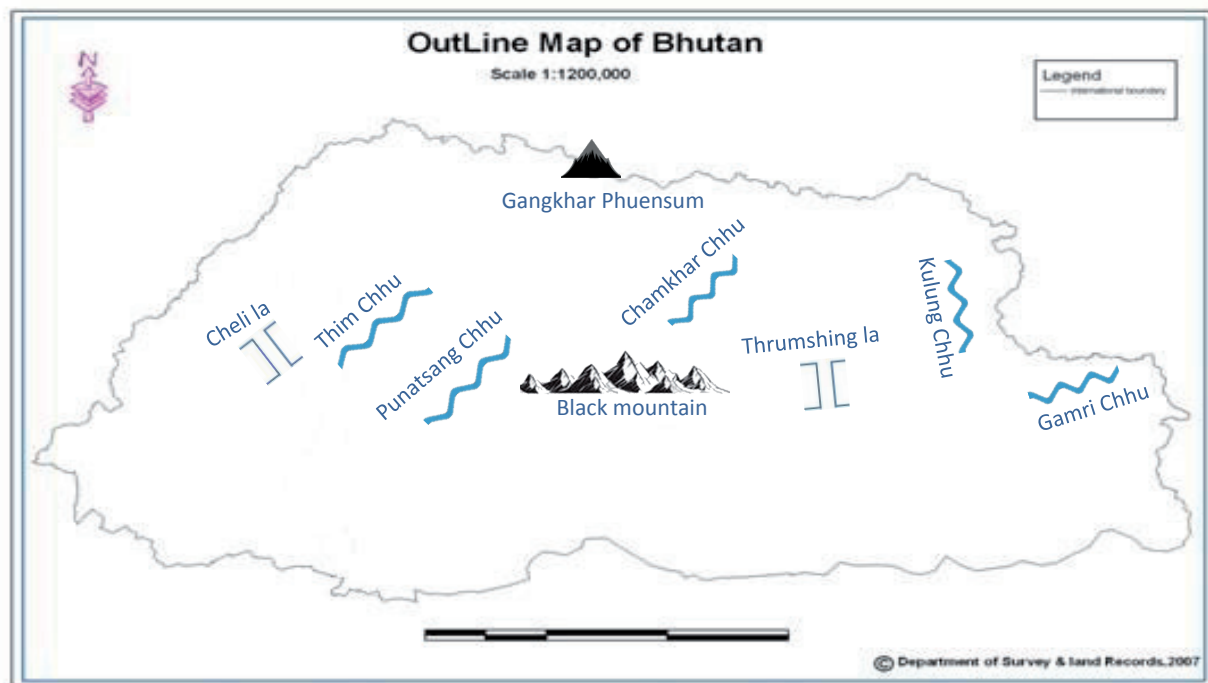
Question 10

(Analyzing)

Using the symbols given against each item, locate and mark the following on the map of Bhutan.

1. the highest mountain peak. 
2. the mountain range found in Trongsa. 
3. the river which flows through Thimphu. 
4. the tributary of Mangdechu which flows through Bumthang. 
5. the river which is formed by the joining of Gamri and Kulung Chu in eastern Bhutan. 
6. the pass between
 - a. Paro and Haa 
 - b. Bumthang and Monggar 
7. the river where Punatshangchu Hydro Power Station is built. 

Answer:



Question 11

(Analyzing)

Why are there fewer plains in Bhutan?

Answer: *There are fewer plains in Bhutan because Bhutan is a mountainous country located in the Himalayan mountain range.*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

What are the advantages of the wide valley shown below?



Answer:

- *more land for cultivation, and settlement*
- *Fertile soil,*
- *easy to use modern mechanics for farming,*
- *easy to construct house and*
- *less risk for building road.*
- *Availability of water*

Question 13

(Analyzing)

Match each item in column A against the correct item in column B.

Column A	Column B
1. Trongsa Dzongkhag	A. cliff
2. High steep side of mountain	B. plain
3. It is shaped like the letter V	C. wide valley
4. Where people live and grow crops	D. round tops
5. Gelephu, Samtse and Phuntsholing	E. black mountain
	F. deep and narrow valley

Answer: 1 (E), 2 (A), 3 (F), 4 (C), 5 (B)

COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Evaluation)

Look at the pictures given below and explain in which land farmers would prefer to cultivate crops. Give reasons for your answer.

A



Steep slope

B



Gentle slope

Answer: *The farmers will prefer to cultivate their crops on the gentle slope because,*

- *it is easier for them to manage the field,*
- *it is easier to work in the field,*
- *we need not make terraces to protect from heavy rain and*
- *soil erosion will not take place easily. **OR***

The farmers will prefer to cultivate their crops on the steep slope because,

- *water will not accumulate during rainy season,*
- *accumulation of water leads to soil erosion and also hampers the growth of the crops and*
- *we can make beautiful terraces on the slope*

Question 15

(Creating)

Choose any **ONE** of the landforms mentioned below and design a model using the available resources.

- a) Mountain Range
- b) Wide Valley
- c) Deep and Narrow Valley
- d) Cliff

2.2/3 SYMBOLS FOR LANDFORMS/DRAWING & DESCRIBING LAND.

At the end of the lesson a student should be able to:

- 2.2/3.1 identify and name the land form symbols and
- 2.2/3.2 draw the symbols for different land forms.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* against the following statements.

- a) Steep slopes are easier to climb.*(False)*
- b) Trongsa is an example of a narrow valley.*(True)*
- c) The highest mountain peak in Bhutan is Gangkhar Phuensum.*(True)*
- d) There are many plains in Bhutan compared to other countries.*(False)*

Question 2

(Understanding)

Which of the following landforms is **RARELY** found in Bhutan?

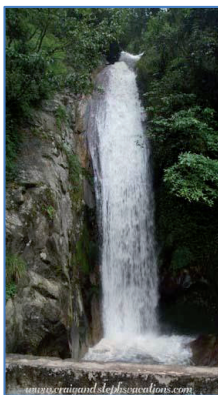


Answer: C

Question 3

(Understanding)

Use the picture given below to answer Question 4.



4. What is the physical feature shown in the picture?

- A Cliff
- B Waterfall
- C Round top
- D Steep slope

Answer: B Waterfall

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Fill in the blanks with appropriate landforms described in the statement.

- i. Another name for table land is a (*plateau*)
- ii. The top of the mountain is called (*peak*)
- iii. The other name for deep narrow valley is (*gorge*)
- iv. Dagala is an example of a.....in Bhutan. (*mountain range*)
- v. When water falls from a great height, it is called..... (*waterfall*)

Question 6

(Analyzing)

Match each item in Column A with the correct item in Column B. Write down the correct matching pairs.

Column A	Column B
1. Cliff	A. Jomolhari
2. Plain	B. Jowo Durshing
3. Mountain peak	C. Taktshang
4. Mountain Range	D. Gelephu

Answer: 1 (C), 2 (D) , 3 (A) 4 (B)

Question 7

(Analyzing)

Differentiate between wide valley and narrow valley with an example each.

Wide Valley	Narrow valley
<ul style="list-style-type: none"> ▪ <i>more flat area</i> ▪ <i>shaped like letter 'U'</i> ▪ <i>broad</i> <p style="text-align: center;"><i>Example: Paro, Bumthang</i></p>	<ul style="list-style-type: none"> ✓ <i>less flat area</i> ✓ <i>shaped like letter 'V'</i> ✓ <i>narrow</i> <p style="text-align: center;"><i>Example: Haa, Thimphu</i></p>

Question 8

(Creating)

Go outside and make any model of land forms that you observe. You can use any materials that you can get in your locality.

Answer:

- i. *Mountain peak*
- ii. *Steep slope*
- iii. *Plain*
- iv. *Water fall*
- v. *Cliff*
- vi. *Gentle slope*

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Understanding)

List any **TWO** benefits of mountains in Bhutan.

Answer:

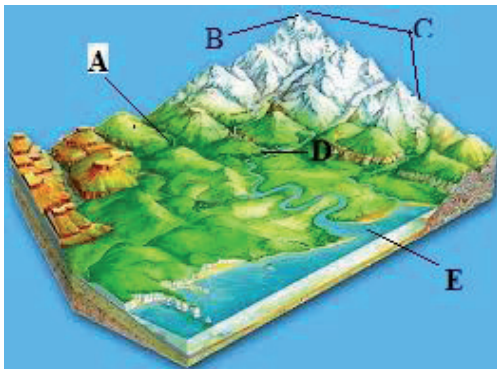
- a. Mountains are the sources of rivers in Bhutan.
- b. Rivers that comes from mountains helps to generate electricity.

Question 10

(Applying)

Using the words given in the box, label the picture correctly.

Valley, Mountain peak, Mountain Range, Source, Ocean/sea



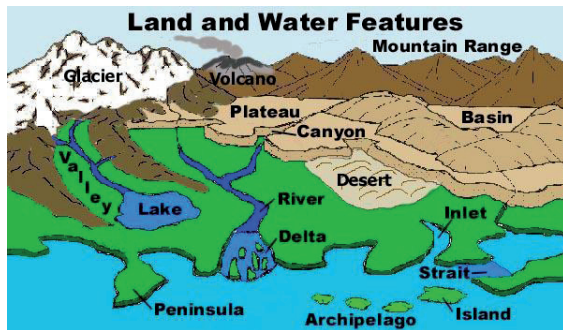
Answer:

- A Valley
B Mountain Peak
C Mountain range
D River Source
E Ocean/Sea

Question 11

(Understanding)

Describe the given picture.



Answer:

- A The picture shows different landforms.
- B The picture shows a mountain range, mountain, peaks, valleys, plateaus and plains.
- C The picture has source of river and there are islands.

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Applying)

Name the landform shown in the picture given below:



Answer: *It is a U-shaped valley.*

Question 13

(Analyzing)

Why should we be familiar with different land forms? Give any **TWO** reasons.

Answer:

- i. *To understand the role of different landforms in our daily life.*
- ii. *It helps us to know what type of land is located in different directions.*
- iii. *To understand the role of people in preserving and protecting the land.*

Question 14

(Analyzing)

Mountain peak is not suitable for settlement. Support the statement with **TWO** reasons.

Answer:

- i. *There is no vegetation.*
- ii. *There will be snow throughout the year.*
- iii. *Some mountain peaks have extremely cold weather conditions.*

Question 15

(Analyzing)

Write **ONE** difference between a mountain range and a mountain peak.

Answer:

Mountain range	Mountain peak
<i>Many mountains make a mountain range.</i>	<i>A mountain peak looks like a sharp point on the top of a mountain.</i>

COMPETENCY BASED ASSESSMENT - 2015

2.4 MAKING A MODEL OF LAND AROUND US

At the end of the lesson a student should be able to:

- 2.4.1 make a model of the land in their locality using the locally available materials and
- 2.4.2 explain the importance of different landforms in our daily life.

Assessment items

Question 1

(Remembering)

Which of the following is **NOT** an example of landform?

- A Table land.
- B River bed.
- C Mountain.
- D Plateau.

Answer: *B River bed*

Question 2

(Applying)

What types of landforms can you see around your school? Name any three.

Answer: *Mountain, Valley, Plain, Plateau, gentle slope and steep slope.*

Question 3

(Applying)

Write down any **FOUR** materials that can be used to make models of landforms.

Answer: *Clay, mud, paper, plastic.*

Question 4

(Evaluating)

During His Majesty's birthday, you win a lottery and the prize is a piece of land of your choice in your village. What kind of land would you prefer, a flat land or a steep slope? Give **TWO** reasons.

Answer: *I would prefer a flat land so that I can do agricultural works and even construct a house. **OR***

I would prefer a steep slope so that I can plant trees to stop soil erosion and also to use the timber to construct house later.

Question 5

(Creating)

7. Design a model of land around you using the locally available materials.

Answer: *open ended*

2.5 DOES HEIGHT MAKE A DIFFERENCE?

At the end of the lesson a student should be able to:

- 2.5.1 explain how height makes a difference in climate and vegetation,
- 2.5.2 name plants and animals found at different heights,
- 2.5.3 list down the types of animals and plants found in their locality and
- 2.5.4 suggest ways to preserve the natural environment in their locality.

Assessment items

Question 1

(Applying)

The following animals are found in about 250m above the sea level **EXCEPT**

- A Tiger
- B Takin
- C Snake
- D Elephant

Answer: B Takin

Question 2

(Applying)

Read the passage and complete the table given below with appropriate information. Each column under Plants, Animals and Dzongkhag should have **THREE** examples.

Few places in Bhutan, such as Gelephu and Phuentsholing, are only about 250 metres above the sea level. These places are hot and there is a plenty of rain in summer. Orchid, bamboo, teak and sal are found in these places. Tigers and elephants are some of the animals seen there.

Many places such as Punakha, Tsirang and Trashigang are about 1000 metres above sea level. They are hot in summer and cool in winter. Some of the animals found are monkey, deer and wild pig. Chir pine and blue-pine are grown there.

Gasa is 3000 to 4000 metres above sea level. It is cool in summer. It is very cold in winter and there is often snow and ice. Animals like yak and takin live there. Some of the plants like rhododendron and spruce are found in this region.

Jomolhari is over 7000 metres above the sea level. It is so cold that there is always snow. Very few animals such as snow bear and snow leopard live there. It is difficult for animals to live and plants to grow.

COMPETENCY BASED ASSESSMENT - 2015

Height in Metre	Climate	Plants/trees	Animals	Dzongkhag
250m above sea level				
				Punakha
		Rhododendron		
			Snow leopard	

Answer:

Height in Meter	Climate	Plants/trees	Animals	Dzongkhag
250m above sea level	Hot and plenty of rain in summer	Orchid, Sal, bamboo, teak	Tiger, elephant and snake	Gelephu, Samtse and Phuntsholing
1000m above sea level	Hot in summer and cool in winter	Orange, chir pine and mango	Monkey, wild pig and deer	Punakha, Tsirang and Trashigang.
3000m to 4000m above sea level	Cold in winter, often snow/ice	Rhododendron, Spruce and codycep	Horse, Takin and Yaks	Gasa, Lingshi and Laya.
Above 7000m sea level	Snow covers throughout the year.	No plants	Snow leopard and bear	

Question 3

(Applying)

The yak and takin are found in:

- A about 250 metres.
- B about 1000 metres.
- C over 7000 metres.
- D about 3000 to 4000 metres

Answer: *D about 3000 to 4000 metres.*

Question 4

(Applying)

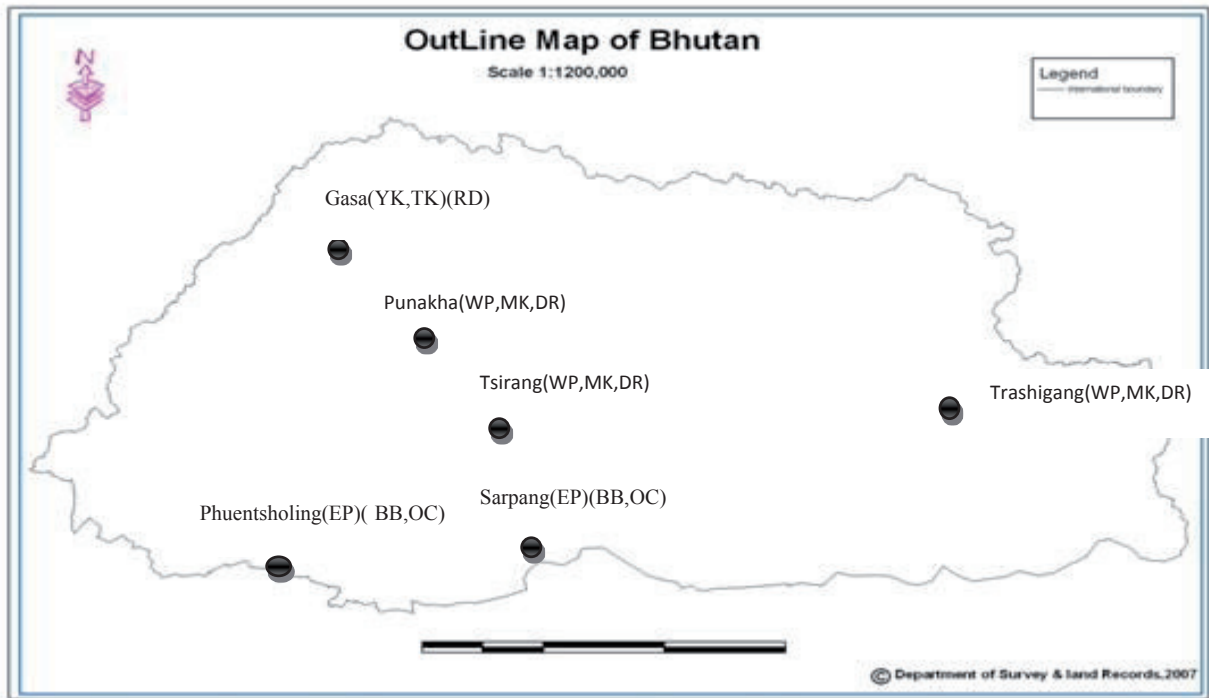
Name the dzongkhags where following plants and animals are found and mark them in the map using the symbols given in bracket.

1. Animals:-
 - Yak (YK)
 - Takin (TK)
 - Elephant (EP)
 - Monkeys (MK)
 - Deer (DR)
 - Wild pigs (WP)

COMPETENCY BASED ASSESSMENT - 2015

2. Plants:-

- Rhododendron (RD)
- Orchid (OC)



Answer:

- Gasa
 - Animals: - yak and takin.
 - Plant: - rhododendron.
- Phuentsholing and Sarpang (Gelephu)
 - Animal:- elephant
 - Plants: - bamboo and orchid.
- Punakha, Tsirang and Trashigang
 - Animals: - monkey, deer and wild pig.

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Circle the place that does not belong to the group in sea level listed below.

250 m above sea-level	1000 m above sea-level	3000 m above sea-level	4000 m above sea-level
<ul style="list-style-type: none"> ▪ Paro ▪ Phuntsholing ▪ Samtse ▪ Gelephu 	<ul style="list-style-type: none"> ▪ Punakha ▪ Samdrup Jongkhar ▪ Trashigang ▪ Tsirang 	<ul style="list-style-type: none"> ▪ Gasa ▪ Lunana ▪ Luntshee ▪ Thimphu 	<ul style="list-style-type: none"> ▪ Jomolhari ▪ Gangkhar Phunsum ▪ Dochula ▪ Jigchudrakey

Answer:

- i. 250 m above sea-level - Paro
- ii. 1000 m above sea-level - Samdrup Jongkhar
- iii. 3000 m above sea-level - Thimphu
- iv. 4000 m above sea-level - Dochula

Question 6

Study the pictures given below and answer the questions that follow.



Picture A



Picture B

- a. Compare the climatic conditions of picture A and picture B. *(Analyzing)*

Answer:

Picture A	Picture B
<ul style="list-style-type: none"> ▪ It is hot in summer and cool in winter. 	<ul style="list-style-type: none"> ▪ It is very cold in winter and cold in summer.
<ul style="list-style-type: none"> ▪ Broad- leaf trees are found. 	<ul style="list-style-type: none"> ▪ Needle- leaf trees are found.

- b. What crop is grown in picture A? *(Applying)*

Answer: Rice

- c. What crop is grown in picture B? *(Applying)*

Answer: Wheat

COMPETENCY BASED ASSESSMENT - 2015

d. Name **ONE** tree that is found in picture A. *(Applying)*

Answer: *Teak*

e. Name **TWO** animals that are found in picture B. *(Applying)*

Answer: *Yak and Takin.*

f. If you were given the choice to settle, where would you prefer to settle, in picture A or picture B.? Why? *(Analyzing)*

Answer:

I would choose to settle in picture B because:

- *It is beautiful with snow on the mountain, flowers like rhododendron and spruce are found.*
- *Can play in snow.*
- *The air is fresh.*
- *The water is very clean.*
- *Can see animals like yak and takin.*

Like to settle in picture A because:

- *It is warm in winter.*
- *We can grow many different types of vegetables like sag, carrot, bean etc, and fruits like orange, mango, banana, etc.*

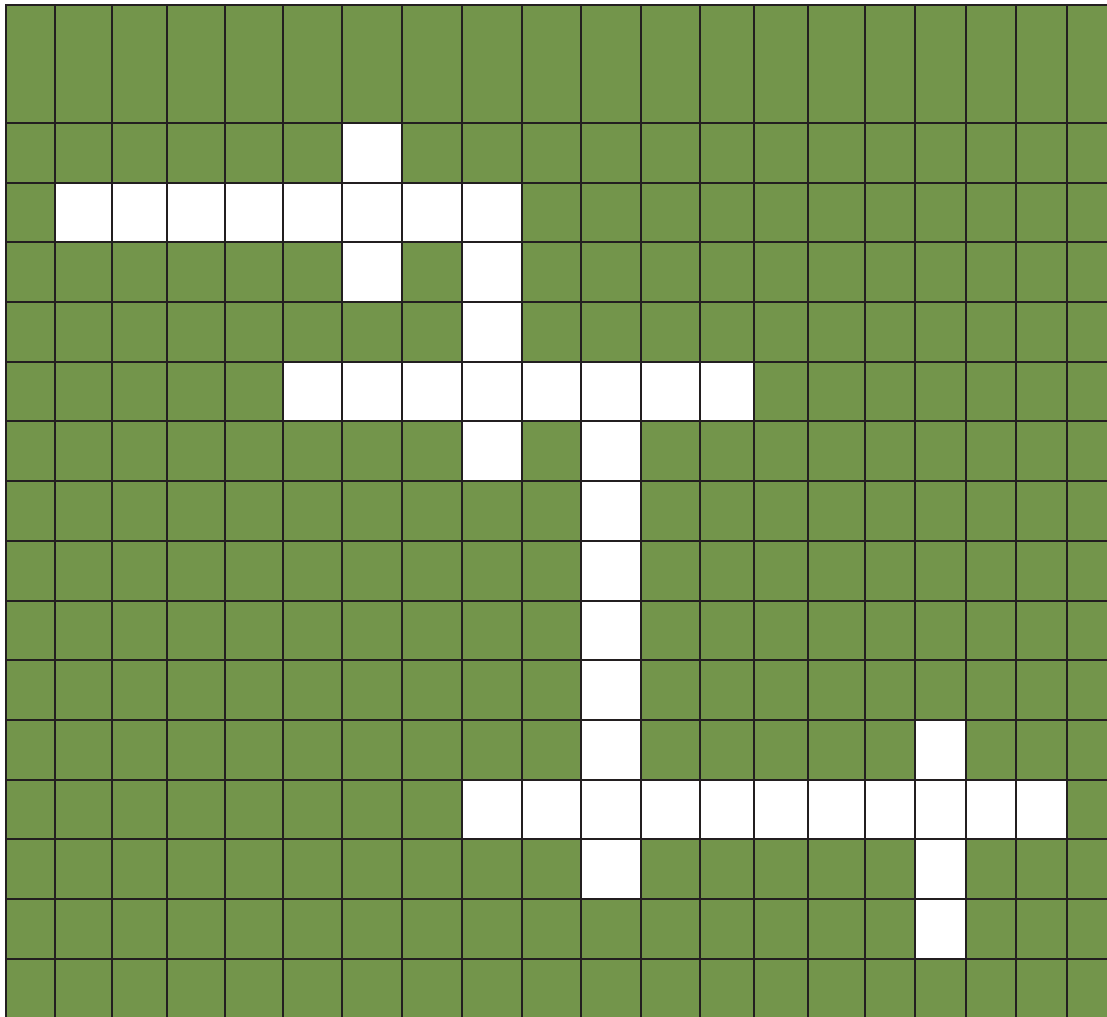
Question 7

(Applying)

Read the sentences and solve the Crossword puzzle given below.

- i. An animal which has long hair on its body and lives in cold places.
- ii. The Dzongkhag which lies in the altitude of about 3000m above sea level.
- iii. An animal with stripes on its body which is found in southern Bhutan.
- iv. The famous mountain peak which we can see from Drugyel, Paro.
- v. The tree which has needle shaped leaves found in inner Himalaya.
- vi. An animal which lives in the snow.
- vii. Animal with long nose that sometimes destroys the crops in southern part of Bhutan.

COMPETENCY BASED ASSESSMENT - 2015



Answer:

- i. *YAK*
- ii. *GASA*
- iii. *TIGER*
- iv. *JOMOLHARI*
- v. *BLUE PINE*
- vi. *SNOW LEOPARD*
- vii. *ELEPHANT*

Question 8

(Analyzing)

Match each item in Column A against the correct item in Column B.

Column A	Column B
1. Monkey	A. Lhuntshe
2. Snow leopard	B. Southern Bhutan
3. Tiger	C. Mongar
4. Yak	D. Jomolhari
	E. Gangkhar Phunsum

Answer: 1 (C), 2 (D), 3 (B), 4 (A)

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Analyzing)

Why is Lingshi School opened in April and closed in October unlike other schools? Give **ONE** reason.

Answer: *Lingshi lies in between 3000m-4000m above sea-level. The place remains under the snow for the three winter months. It is too cold for students and teachers to attend school.*

Question 10

(Creating)

1. If you were an environment officer, what would you do to preserve natural environment in your locality? Write **FOUR** points

Answer:

- *Makes rules on preservation for the future improvement/benefit.*
- *Create awareness about people being responsible for their own waste.*
- *Encourage people to produce less waste and dispose waste properly.*
- *Discuss on other sources of energy.*
- *Discourage cutting down of trees.*

2.6 RIVERS AND RIVER VALLEYS

At the end of the lesson a student should be able to:

- 2.6.1 define different river terms,
- 2.6.2 differentiate between erosion and flood,
- 2.6.3 describe the formation of sand,
- 2.6.4 explain the importance of river valleys,
- 2.6.5 suggest ways to prevent floods and erosion and
- 2.6.6 write safety measures to be followed while visiting a river.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for the following statements.

- i. The force of the river is called current. (*True*)
- ii. It takes many years for a river to form a valley. (*True*)
- iii. The narrow valleys are formed by the rivers in the plains. (*False*)
- iv. The place where we deposit the money is called river bank. (*False*)
- v. Punatshangchu is the only river in Bhutan that is used for the generating electricity. (*False*)

Question 2

(Understanding)

Explain the formation of sand in your own words?

Answer: *Sand is formed by breaking down of rocks into tiny particles by rivers/flood.*

Use the picture given below to answer **Questions 3 and 4.**



COMPETENCY BASED ASSESSMENT - 2015

Question 3

(Understanding)

Describe what is happening in the picture.

Answer:

- *Picture of flood.*
- *Destruction of properties.*
- *Houses are washed away.*
- *Water and power supply are cut off.*
- *Many trees and plants are washed away.*

Question 4

(Applying)

Suggest **THREE** measures to prevent the above hazard.

Answer: *The measures to prevent the above hazard are:*

- *plantation (afforestation and reforestation),*
- *avoid /reduce over grazing and*
- *construct flood walls.*

Question 5

(Applying)

Which of the following landforms is **NOT** formed by a river?

- A plain
- B valley
- C gorge
- D plateau

Answer: *D plateau*

Question 6

(Applying)

Fill in the blanks with the correct words.

- i. The things that the river carries is called (*load*)
- ii. The land over which the river flows is called (*river bed*)
- iii. When the water overflows its bank, it is called (*flood*)

Question 7

(Applying)

Your parents have no other alternatives but to build a house on a limited land which is on a steep slope. Mention **THREE** ways to reduce erosion in that area.

Answer: *The three ways to reduce erosion in the area are:*

- *plant more trees,*
- *make terraces,*
- *minimize over grazing,*
- *Practice crop rotation and*
- *Practice contour ploughing.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Your class is going for a field trip to study the force of a river. Your class teacher has asked you to frame some safety rules for the trip. Mention **FOUR** safety rules that you would frame for your class to follow.

Answer: *The safety rules that I would frame are:*

- *inform parents and school authority before visiting the site,*
- *never visit a river alone,*
- *avoid playing along the river,*
- *wear protective footwear and proper clothing to reduce injuries and*
- *carry a first aid kit and learn how to use it.*

Question 9

(Analyzing)

Distinguish between flood and erosion using **FOUR** points each.

Answer: *The differences between flood and erosion are:*

Flood	Erosion
<ul style="list-style-type: none">▪ overflow of water▪ caused by overflow of water▪ more destruction is caused on life and properties▪ can cause erosion	<ul style="list-style-type: none">▪ carrying away of soil▪ caused by wind and water▪ less destruction on life and properties▪ cannot cause flood

Question10

(Creating)

If you were the Prime Minister of Bhutan, how would you make people conserve and preserve valleys for the present and future generations?

Answer: *If I were the Prime Minister of Bhutan, I would encourage people to:*

- *Plant trees*
- *Minimize the over grazing*
- *Build river protection walls etc.*

2.7 USES OF FLOWING WATER

At the end of the lesson a student should be able to:

- 2.7.1 write down the uses of flowing water and
- 2.7.2 design a simple device that works on flowing water.

Assessment items

Question 1

(Remembering)

Which of the following is not a common use of flowing water in Bhutan?

- A It is used for farming activities.
- B It is used for generating electricity.
- C Rivers are used for transporting things.
- D It is used for turning the prayer wheels.

Answer: *C Rivers are used for transporting things.*

Question 2

(Remembering)

Write *TRUE* or *FALSE* against each statement.

- i. Flowing water is used for farming activities. (*True*)
- ii. Chukha hydro-power station is built over a small stream. (*False*)
- iii. Rivers are the only sources of energy. (*False*)

Question 3

(Remembering)

List the things required to make a water wheel.

Answer: *Aluminum foil or tin, scissors, bamboo, pins and nails.*

Question 4

(Understanding)

Flowing water is used to turn the prayer wheels. Describe the underlined words.

Answer: *A turning a cylinder inscribed with or containing prayers, a revolution of which symbolizes the repetition of a prayer as believed by Buddhists.*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

Describe the picture given below in three sentences.



Answer:

- i. Boat is sailing
- ii. The picture tells about the use of water.
- iii. People are transporting things/ travelling on the ocean/river/sea.

Question 6

(Applying)

Rearrange the following jumbled steps for making a water wheel and rewrite them in correct order.

Steps:

- i. Cut it carefully into eight equal parts.
- ii. Put a knitting needle or a sharp stick through the center.
- iii. Divide aluminum foil into eight equal parts.
- iv. Place it touching the surface of the running water.
- v. Cut the aluminum foil in a circular shape.

Answer:

- i. Cut the aluminum foil in to a circular shape.
- ii. Divide the aluminum foil into eight equal parts.
- iii. Cut it carefully into eight equal parts.
- iv. Put a knitting needle or a sharp stick through the center.
- v. Place it touching the surface of the running water.

Question 7

(Applying)

Fill in the blanks with a correct word.

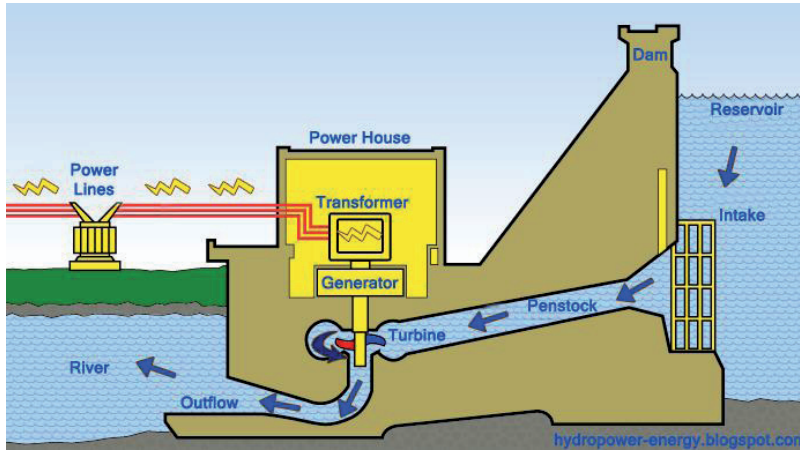
Many of the rivers in Bhutan are used to produce _____ (electricity).

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

1. Look at the diagram given below and explain how electricity is generated at a hydro power station.



Answer:

- i. The water is stored at the dam.
- ii. The water runs through the penstock with great force and turns the turbines.
- iii. The rotation of turbines produces electrical energy in the generator.

2. Write the stages of energy changes in the generation of electricity.

Answer: Potential energy \longrightarrow Kinetic energy \longrightarrow Electrical energy

Question 9

(Applying)

List **TWO** advantages and disadvantages of having many hydro-power stations.

Answer: Advantages of having many hydro power-station:

- i. it helps in the overall development of the country and people and
- ii. there will be no shortage of electricity.

Disadvantages of having many hydro-power stations:

- i. there would be destruction to the environment that will bring total change of landscape and
- ii. people lose their land and properties while setting up hydro-power stations.

Question 10

(Analyzing)

What would happen in Bhutan if there were no flowing water? Write any **TWO** points.

Answer: If there were no flowing water in Bhutan:

- there would be no generation of electricity,
- people would not be able to do farming works and
- there would not be any settlement.

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Creating)

List down some locally available materials required to make and design a model of a water wheel.



Question 12

(Creating)

Suggest any **THREE** ways to maintain the continuity of flowing water.

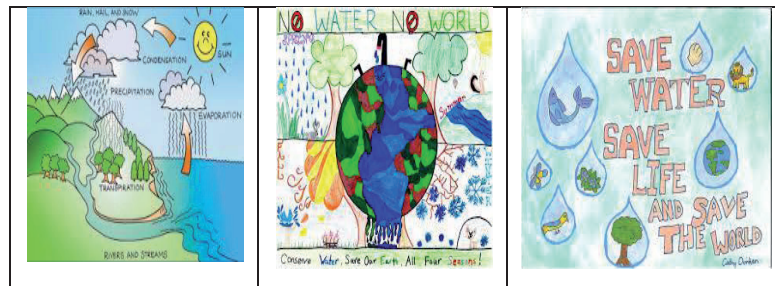
Answer: *Continuity of flowing water can be maintained by:*

- *not washing clothes, body and cars in the river,*
- *planting more trees along the river side and*
- *not dumping waste into the river.*

Question 13

(Creating)

Put children in to groups and provide them with chart papers marker pens and ask them to design a poster to create awareness preserving the flowing water.



2.8 SOURCES OF RIVERS IN BHUTAN

At the end of the lesson a student should be able to:

- 2.8.1 list down the various sources of rivers in Bhutan,
- 2.8.2 explain how a river begins,
- 2.8.3 differentiate between snow field and glacier, lake and spring and
- 2.8.4 locate the rivers that flow nearby their locality on the outline map of Bhutan.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for the following statement.

- i. Snow field is the area of permanent ice. (*FALSE*)
- ii. A lake is a large body of land surrounded by water. (*FALSE*)
- iii. The water from melting snow becomes streams and rivers. (*TRUE*)
- iv. All the rivers in Bhutan begin high up in the mountain. (*TRUE*)

Question 2

(Applying)

Name **FOUR** sources of river.

Answer: Glacier, lake, spring, snow field

Question 3

(Understanding)

Locate **FOUR** rivers that flow through or nearby your Dzongkhag in the map given below.



Source: *Bhutan Atlas*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

One of the following is **NOT** a source of river in Bhutan.

- A spring
- B sea
- C glacier
- D lake

Answer: B sea

Question 5

(Applying)

From the word puzzle find **FOUR** words related to sources of rivers in Bhutan.

A	S	A	T	E	R	U	P
G	P	Y	R	O	N	I	L
J	R	A	I	N	G	L	A
K	I	D	H	N	M	A	C
S	N	O	W	D	V	K	E
K	G	L	A	C	I	E	R
I	T	R	T	A	U	X	U
U	E	Q	E	G	G	U	N

Answer: 1. SNOW 2. GLACIER 3. SPRING 4. LAKE

Question 6

(Applying)

Fill in the blanks.

- i. Glacier is an example of
- ii. A.....is a large body of water surrounded by land.

Answer: i. river source ii. lake

Question 7

(Applying)

The following sentences are incorrect. Rewrite the sentences correctly by changing the words in bold.

- (i) When the ice melts it turns into snow.
- (ii) A glacier comes out of the ground.
- (iii) A lake is a river of ice.

Answer:

- i. . When the ice melts it turns into water.
- ii. A spring comes out of the ground.
- iii. A glacier is a river of ice.

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Complete the paragraph below using the words given in boxes.

Rivers	Snow	begin	Source
--------	------	-------	--------

Rivers usually.....from mountains. Some come from rainwater or melting.....
Some..... emerge from underground stream, formed after rain or snow seeps into the ground then comes back to the surface. The place from where the river begins is called.....

Answer: *begin, snow, rivers and source*

Question 9

(Analyzing)

Differentiate between snow fields and glaciers.

Snow fields	Glaciers
<i>A large area of permanent snow</i>	<i>Big body of ice slowly floating on a land</i>

Question 10

(Analyzing)

What will happen to the eco system, if there is no water on earth? Mention **THREE** points.

Answer:

- i. Plants will not grow.*
- ii. Animals will not survive.*
- iii. People will not live.*

Question 11

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the correct matching pairs.

Column A	Column B
a. Ice	1. Spring
b. Snow melts	2. Summer
c. Water comes out of the ground	3. Snow fields
d. Large area of permanent snow	4. Glacier

Answer: *a (4), b(2), c(1) and d(3)*

Question 12

(Analyzing)

Sonam collected a bucket of water from the river and another bucket of water from the spring. She brought two thermometers and checked the temperature of the water in both the buckets at the same time. What would be her findings? Give **TWO** reasons.

Answer: *The temperature of the water collected from the river would show lower temperature than the water collected from the spring because:*

- i. river begins from high mountain and the sources are from snow and ice.*
- ii. spring water comes from underground and it will be warmer.*

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Evaluating)

Do you think rivers are important to us? Give **TWO** reasons.

Answer: *Yes, I think rivers are important to us because it helps in agriculture and making electricity. OR*

No, because it causes flood in summer.

Question 14

(Evaluating)

Which water source would you prefer, spring water or river? Why?

Answer: *I would prefer spring because it comes from underground and it will be very clean. OR I would prefer river because spring water is small whereas the river water is plenty.*

Question 15

Look at the pictures given below and answer the questions.

Source: *environment.nationalgeographic.com*



River A

River B

- i. Sonam is thirsty and chooses river A to drink water. Give **TWO** reasons why Sonam to chooses river A. (Analyzing)

Answer: *Sonam chooses river A because it is very clean and he will not fall sick.*

- ii. Suggest ways to make river B similar to river A? (Applying)

Answer: *I will clean the river and plant trees. Will not let people to make the river dirty.*

Question 16

(Creating)

Draw a neat diagram to show a design of new water source for your locality.

Answer: *Any relevant drawing*

Question 17

(Creating)

Plan a field trip to a nearby water source and suggest **THREE** ways to improve its condition.

Answer:

- i. *Make proper fencing.*
- ii. *Clean the source and its surrounding.*
- iii. *Plant more trees around the source.*

2.9 WHERE DOES THE RIVER GO?

At the end of the lesson a student should be able to:

- 2.9.1 define a river system,
- 2.9.2 locate the major river systems on the outline map of Bhutan and
- 2.9.3 identify the rivers that form the major river systems of Bhutan.

Assessment items

Question 1

(Remembering)

Where do the rivers of Bhutan flow into?

Answer: *Brahmaputra river.*

Question 2

(Remembering)

Name the four major river systems in Bhutan?

Answer: *Amo Chu, Drangme Chu, Punatsang Chu and Wang Chu.*

Question 3

(Remembering)

The tributaries of Punatsang Chu are

- A Mangde Chu and Chamkhar Chu.
- B Pho Chu and Mo Chu.
- C Kulung Chu and Gamri Chu.
- D Ha Chu and Pa Chu.

Answer: *B Pho Chu and Mo Chu.*

Question 4

(Remembering)

What are the sources of rivers in Bhutan?

Answer: *Glacier lake, melting of snow, spring water.*

Question 5

(Remembering)

Write *TRUE* or *FALSE* against each statement given below.

- i. The biggest river system in Bhutan is Amo Chu. (*False*)
- ii. There are twenty Dzongkhags in Bhutan. (*True*)
- iii. Wang Chu is also known as Raidak Chu. (*True*)
- iv. Punatsang Chu flows through eastern Bhutan. (*False*)

COMPETENCY BASED ASSESSMENT - 2015

Question 6

(Remembering)

Define the term “tributaries”.

Answer:

- A river or a stream flowing into a large river or a lake.
- A stream that flows into a large river or other bodies of water. (www.thefreedictionary.com)

Question 7

(applying)

Fill in the blanks.

The river that flows through the capital of Bhutan is _____.

Answer: *Wangchuk.*

Use the picture below to answer **Question no. 8**



Question 8

(applying)

Water fall shown above can be used for generating

- A Solar energy.
- B Wind energy.
- C Electrical energy
- D Chemical energy

Answer: *C Electrical energy*

Question 9

(applying)

Write **TWO** ways to avoid wastage of water.

- Not play water.
- Not leave the tap water running.
- Turn off the tap when not used.
- Use water only when necessary.

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(applying)

Write the names of the tributaries of the given major rivers of Bhutan in the empty space below.

RIVER SYSTEM	• TRIBUTARIES
Wang Chhu	<ul style="list-style-type: none"> • 1..... • 2.....
Punatsang Chhu	<ul style="list-style-type: none"> • 1..... • 2.....
Drangme Chhu	<ul style="list-style-type: none"> • 1..... • 2.....
Amo Chhu	<ul style="list-style-type: none"> • 1..... • 2.....

Answer:

Rivers	Tributaries
1. Wang Chu	▪ Pa Chu and Ha Chu
2. Amo Chu	▪ No tributaries
3. Puntsang Chu	▪ Pho Chu and Mo Chu
4. Drangme Chu	▪ Kholung Chu and Gamri Chu

Question 11

(Understanding)

Write down **THREE** advantages of rivers.

Answer: *Three advantages of rivers are:*

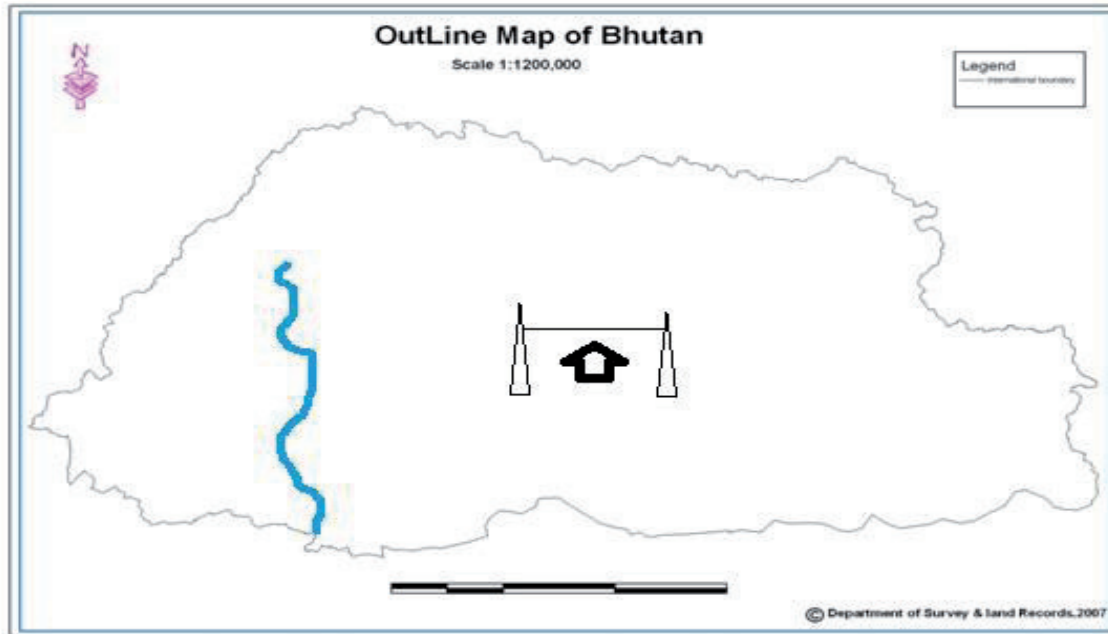
- *Generation of electricity.*
- *Cultivation and irrigation of land.*
- *Provides drinking water.*
- *Makes soil fertile.*
- *For transportation.*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(applying)

The map below is to be used with **Question No. 12**



- i. Name the river drawn in the map.
- ii. Identify the marked hydro power station.

Answer:

- i. *Wangchu.*
- ii. *Mangde Chu Hydro Power.*

The picture below shows a river flowing across a plain.

(Analyzing)



Farming is carried out on the plain around near the river. There are advantages and disadvantages to farm along a river.

COMPETENCY BASED ASSESSMENT - 2015

Question 13

- i. Describe one advantage and one disadvantage of farming along a river.

Advantages:

- *Water is available for irrigation/ watering the field.*
- *Soil is fertile.*
- *Grows better crops.*
- *Enough water for family's use.*

Disadvantages:

- *Sometimes the river could flood and destroy the crops.*
- *River water may be dirty or polluted.*
- *River can create new ways into the farm land.*
- *Workers face difficulties to work.*

- ii. What will happen to farmers if there are no rivers?

(Analyzing)

Answer:

- *There will not be enough drinking water.*
- *Farmers cannot irrigate their farm land.*
- *There will not be water for domestic purposes.*
- *No formation of soil.*

Question 14

(Analyzing)

Why do you think the rivers become big in summer season? Give **TWO** reasons.

Answer: *The rivers becomes big in summer season because*

- *of the heavy rain fall.*
- *of the melting of snow and glaciers.*

Question 15

(Evaluating)

Construction of hydro-power is a boon to the country. Do you agree? Give **ONE** reason for your answer.

Answer:

Yes, because hydro power generates the maximum income to the country, moreover, Bhutan has a lot of potential to generate hydro-power as it has many fast flowing perennial rivers. Bhutan being a mountainous country is always a plus point as velocity of water is very high.

No, construction of hydro power causes a lot of destruction to both environment and human. There are landslides, deforestation, pollution, change in land scape, etc. it is risk to work in the hydro project. Change in land scape directly affects the people as they lose their agricultural field.

2.10 WHERE DOES THE RIVER END?

At the end of the lesson a student should be able to:

- 2.10.1 draw a river mouth and
- 2.10.2 locate Brahmaputra on the outline map of Asia.

Assessment items

Question 1

(Remembering)

Define the term river mouth.

Answer: Place where a river ends is called a “river mouth”.

Question 2

(Remembering)

Write *TRUE* or *FALSE* against each statement below.

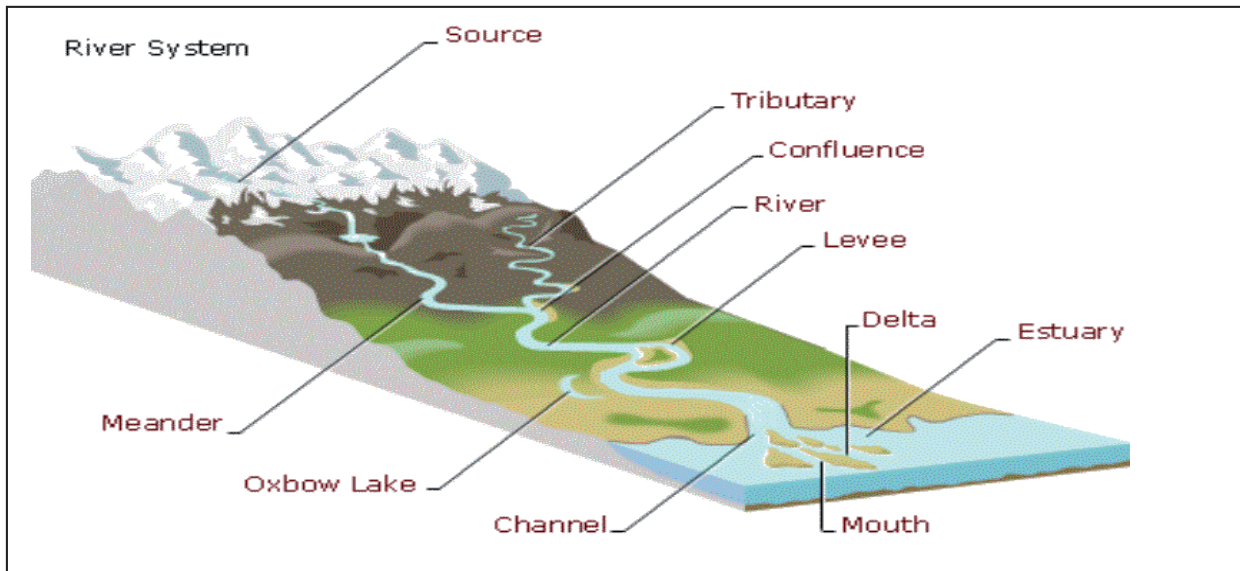
- i. Brahmaputra is in Nepal. (*False*)
- ii. The mouth of Brahmaputra is very big. (*True*)
- iii. The place where a river ends is called its source. (*False*)
- iv. All the rivers of Bhutan flow into the Brahmaputra. (*True*)

Question 3

(Applying)

Draw a sketch of a river and level its source and mouth. You may use colours to make your drawing attractive.

Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

Fill the empty spaces with words related to river system and match each item in column A against the correct item in column B

Column A	Column B
1. (Mouth)	Is a place where the river ends.
2. All rivers have its (source and mouth)
3.(Source)	Is a the place where the river begins.

Answer: Mouth, Source

Question 5

(Applying)

Fill in the blanks with correct words.

- i. Bhutanese called river Brahmaputra as.....(Chumulutie)
- ii. In Bangladesh river Brahmaputra is known as(Jamuna)
- iii. All the rivers of Bhutan flow into the Ocean. (Indian)
- iv. The streams that join the bigger rivers are called (tributaries)

Question 6

(Applying)

On the outline map of Asia:

- i. Mark and name the following countries.
 - a. Bhutan
 - b. Nepal
 - c. India
 - d. Tibet
 - e. Bangladesh
- ii. Mark river Brahmaputra with (_____).
- iii. Locate and name the Bay of Bengal.
- iv. Locate and name the Arabian sea.

Answer:



Source: <http://www.mapsofworld.com/asia/>

COMPETENCY BASED ASSESSMENT - 2015

Question 7

(Analyzing)

Why do you think rivers in Bhutan flow into the Bay of Bengal and not into the Arabian Sea?

Answer: Rivers in Bhutan flow into the Bay of Bengal because:

- our rivers join the Brahmaputra which flows into Bay of Bengal,
- eastern part of India is lower than the western part and
- Bhutan is closer to Bay of Bengal than Arabian Sea.

Question 8

(Analyzing)

Imagine that Brahmaputra flows in Bhutan. Write **TWO** advantages and disadvantages each of having Brahmaputra in our country.

Answer: The advantages and disadvantages of knowing river Brahmaputra in Bhutan are:

Advantage	Disadvantage
<ul style="list-style-type: none">▪ more fertile land▪ we can use water transport▪ generate more electricity▪ fishing can be added as one of the occupations.	<ul style="list-style-type: none">▪ natural disaster (flood)▪ much of the land will be covered by it▪ building bridges would be expensive

Question 9

(Evaluating)

Most of the river sources in Bhutan are likely to dry up in the future. Do you think India and Bangladesh would be affected? Write your views.

Answer: Yes, because

- river Brahmaputra will have less water and they will have water shortage for irrigation,
- there will be no deposition of sand, silt and land will be not fertile and
- they cannot use Brahmaputra for transportation. **OR**

No, because

- there will be no affect as rivers of Bhutan are just tributaries to giant Brahmaputra.
- they will have water from Tibet, Nepal and other parts of India and Bangladesh for transport and irrigation.

BLOCK THREE: FORESTS AND FARMS

3.1 WHAT IS IN THE FOREST?

At the end of the lesson a student should be able to:

- 3.1.1 name animals and trees found in the forest and
- 3.1.2 state the relationship between plants and animals.

Assessment items

Question 1

(Remembering)

There are many trees, plants, insects and animals in the forest. Define the underlined word.

Answer: *A forest is a highly complex, constantly changing environment made up of a variety of living things and non-living things. OR*

A forest is a large area of land covered with trees and plants.

Question 2

(Remembering)

Categorize the words given below into the headings reflected in the table:

Golden Langur, Chirpine, Bulbul, Owl, Swift, Red panda, Blue pine, Teak, Monkey

Answer:

Trees	Birds	Animals
<i>Chirpine</i>	<i>Bulbul</i>	<i>Golden Langur</i>
<i>Blue pine</i>	<i>Owl</i>	<i>Monkey</i>
<i>Teak</i>	<i>Swift</i>	<i>Red panda</i>

Question 3

(Remembering)

Write *TRUE* or *FALSE* for the following statements.

- i. Forest provides us with clean air to breathe. (*True*)
- ii. We should cut more trees so that animals have more space for their homes. (*False*)
- iii. Golden Langur is our national animal. (*False*)
- iv. Blue sheep are food for snow leopards. (*True*)

Question 4

(Understanding)

A Tiger will feed on

- i. deer
- ii. lion
- iii. monkey
- iv. blue sheep

- A i, ii, and iii
- B ii, iii and iv
- C i, ii and iv
- D i, iii and iv

Answer: *D i, iii and iv*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Analyzing)

List **THREE** living and non-living things found in the forest.

Answer:

Living things	Non-living things
Wildlife	Water
Trees and shrubs	Nutrients
Wildflowers	Rocks
Ferns	Sunlight
Mosses	Air
Lichens	
Fungi and microscopic soil organisms.	

Question 6

(Applying)

Mention any **THREE** benefits of forest in our life.

Answer: *The benefits of forest in our life are:*

- we get fodder for our animals,
- we get food, shelter, medicines, vegetables, air and
- we get clean and continuous water.

Question 7

(Applying)



The above picture shows a _____ .

- A temperate forest
- B sub-tropical forest.
- C sub-Alpine forest.
- D alpine vegetation.

Answer: *B temperate forest.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Fill in the blanks with appropriate word.

- i. A large area of land covered with plants and trees is called _____ (forest).
- ii. Forest is the main source of food, water and _____ for the animals (shelter).

Question 9

(Applying)

List any **THREE** medicinal herbs found in the forests of Bhutan.

Answer:

- i. Agar wood
- ii. Tshe
- iii. Himalayan yew
- iv. Chutsa
- v. Chumtsa
- vi. Kutki/Putishing
- vii. Pangpoi
- viii. Tsenduk rig
- ix. Yartsa-gunbu

Question 10

(Applying)

We get oxygen from

- A soil.
- B trees.
- C animals.
- D human beings.

Answer: B trees

Question 11

(Applying)

Make any **TWO** simple food chains using the words from the box given below.

leopard, deer, plant, sparrow, insect, eagle

Answer:

- i. Plant → deer → leopard.
- ii. Plant → insect → sparrow → eagle.

Question 12

(Applying)

Match each animal in column A against its correct habitat in column B

Animals	Habitat
i. Fish	A. Grass land
ii. Camel	B. Polar region
iii. Snow leopard	C. Desert
iv. Elephant	D. Hills
	E. Sea

Answer: i(E), ii(C), iii(B), iv(A)

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Analyzing)

What will happen if animals lose their natural habitat? Write **TWO** consequences.





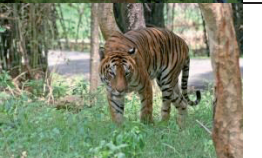
Answer:

- *They would attack domestic animals and humans.*
- *They would become extinct.*

Question 14

(Analyzing)

Match each item in column A against the correct picture in column B.

Column A	Column B
A. Cypress	1. 
B. Bear	2. 
C. Tiger	3. 
D. Hornbill	4. 
E. Owl	5. 

Answer: A (4), B(1), C(5), D(2), E(3)

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Analyzing)

Animals are dependent on the forest for their survival. Support the statement with **TWO** points.

Answer:

- *Plants provide food for animals.*
- *Forest is the home for many animals.*

Question 16

(Analyzing)

Once there was a beautiful forest. Many animals lived in it. Few years later, the number of animals living there decreased. What do you think could have led to the decrease in number of animals? Write any **THREE** reasons.

Answer:

- *People might have killed them.*
- *Shortage of food due to the destruction of forest.*
- *Animals might have lost their homes because of disasters like forest fire, flood and landslides.*

Question 17

(Creating)

Design a poster about protecting the animals and plants in the forest.

Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 18

Study the pictures A and B and answer the following questions:



A

B

1. In which of the above pictures would you find more animals? Give **TWO** reasons. *(Analyzing)*

Answer: *There would be more animals in picture A because:*

- *it provides better shelter for the animals and*
- *there would be more food to eat.*

2. What could have caused the condition shown in picture B? List any **THREE**. *(Applying)*

Answer:

- *Over grazing.*
- *Deforestation.*
- *Forest fire.*

3. Suggest any **THREE** ways that you would take to rebuilt the forest in picture B. *(Creating)*

Answer:

- *Reforestation.*
- *Afforestation.*
- *Create awareness among the people.*

3.2 BEING FRIENDS OF THE FOREST.

At the end of the lesson a student should be able to:

- 3.2.1 list down the things we get from forest,
- 3.2.2 explain how birds are useful to trees and
- 3.2.3 write the importance of forest.

Assessment items

Question 1

(Remembering)

List **FIVE** things in your school that are made out of trees.

Answer:

- *Table*
- *Chair*
- *File rack*
- *Cupboard*
- *Book shelf*

Question 2

(Remembering)

Write *TRUE* or *FALSE*.

- i. Trees prevent soil erosion. (*True*)
- ii. Birds help the forest to reduce the harmful insects. (*True*)
- iii. Animals grazing in the forest help the trees to grow faster. (*False*)
- iv. Trees, plants and animals are harmful to each other. (*False*)

Question 3

(Understanding)

Write down **FOUR** possible reasons for farmers visiting forest.

Answer:

- *To collect firewood.*
- *To collect dry leaves.*
- *To collect fodder*
- *Take animals to graze.*

Question 4

(Applying)

You are returning from school. On the way you see a group of boys cutting down small trees for making a play house. What would you do so that they stop destroying the trees?

Answer: *I would tell them the importance of trees and how we should protect it for future use. I would suggest alternate ways to build a play house using dried branches.*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Write two things that you do in your school to educate people on the importance of forest.

Answer: *The two things that we do in the school to make people understand the importance of forest are about:*

- *planting trees on 2nd June every year and adopting it and*
- *creating awareness to save the forest through awareness campaign.*

Question 7

(Applying)

All the following are ways of protecting our forest **EXCEPT**

- A not raising lots of animals
- B training forest guards
- C putting out fire after picnic.
- D growth in population.

Answer: *D growth in population.*

Question 8

(Applying)

List **FOUR** trees that are found in the forest near by your school?

Answer: *Oak, pine, eucalyptus, cyress. (It will depend on the location and vegetation)*

Question 9

(Applying)

Thinley writes the following three statements about the forest. One of the statements is not correct. Find the incorrect statement.

- i. We should take care of our forest.
- ii. All tourist visit forest in Bhutan.
- iii. Forest is one of the main sources of income.

Answer: *There are rules to take care of forests in Bhutan.*

Question 10

(Evaluating)

Which of the lands shown in the two pictures given below is suitable for living? Write **THREE** reasons for your answer.



COMPETENCY BASED ASSESSMENT - 2015

Answer: *I would prefer to live in land A because it's green and fresh. I would get enough water to drink and fresh air to breath. **OR***

I would prefer to live in land B where the trees are already cut down so that I can build house. I shall plant trees of my choice to make it green again.

Question 11

(Evaluating)

Bird is a more useful animal than a tiger for forest. Do you agree? Give **TWO** reasons for your answer

Answer: *Bird is more helpful than tiger because it carries seeds from one place to another and it eats harmful insects that destroy the plants. **OR***

Tiger is more helpful than bird because it helps to control the number of animals which feed on the plants and trees.

Question 12

(Evaluating)

One of the reasons for wild animals to destroy our crops is because we destroy forest. Do you agree? Give **TWO** reasons.

Answer: *Yes, their homes are destroyed and they are disturbed by human activity. **OR***

No, they feed on the domestic animals of those villages near by the forest

Question 13

(Creating)

Many houses and buildings are built in every village and town. Imagine and draw how your village and its surrounding would look like after 10 years from now.

Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Creating)

Your school appoints you to create **TWO** slogans on protection of our forest.

Any Slogan related to the protection of forest: Examples save forest, save earth.

Question 15

(Creating)

Design a simple poster on the importance of our forest.



Source: <http://www.fs.usda.gov>

3.3 PROTECTING THE FOREST.

At the end of the lesson a student should be able to:

- 3.3.1 state the activities that are harmful to the forest,
- 3.3.2 explain the reasons for protecting the forest,
- 3.3.3 state the consequences of harming animals in the forest and
- 3.3.4 suggest ways to prevent forest fire.

Assessment items

Question 1

(Remembering)

Name **FIVE** things you get from the forest.

Answer:

- Firewood
- Wild vegetables
- Wild flowers
- Minerals
- Cordyceps
- Water
- Wood for construction
- Oxygen
- Timber

Question 2

(Understanding)

What would happen to the animals and birds if there were no forests?

- A Animals and birds would have no food and home.
- B People would have no oxygen to breath.
- C Plants cannot make food.
- D Plants will not get nutrients.

Answer: *A Animals and birds would have no food and home.*

The passage below is to be used with question 3.

“Deforestation refers to cutting, clearing and removal of forest.”

Question 3

(Understanding)

Which of the following is **NOT** the human activity that causes deforestation?

- A Mining
- B Logging
- C Agriculture
- D Lightning Storm

Answer: *D Lightening Storm*

COMPETENCY BASED ASSESSMENT - 2015

The picture given below is to be use with **Question No. 4.**



Question 4

(Understanding)

Which one of the following effects of forest degradation is shown in the above picture?

- A Landslide
- B Flood
- C Erosion
- D Drying of water source

Answer: *A Landslide*

Question 5

(Understanding)

Write **THREE** effects on animals if trees are destroyed.

Answer:

- *Animals and birds would have no food and shelter.*
- *Food chain would be disturbed.*
- *Will not get fresh air to breathe.*
- *Many species will become extinct.*

Question 6

(Understanding)

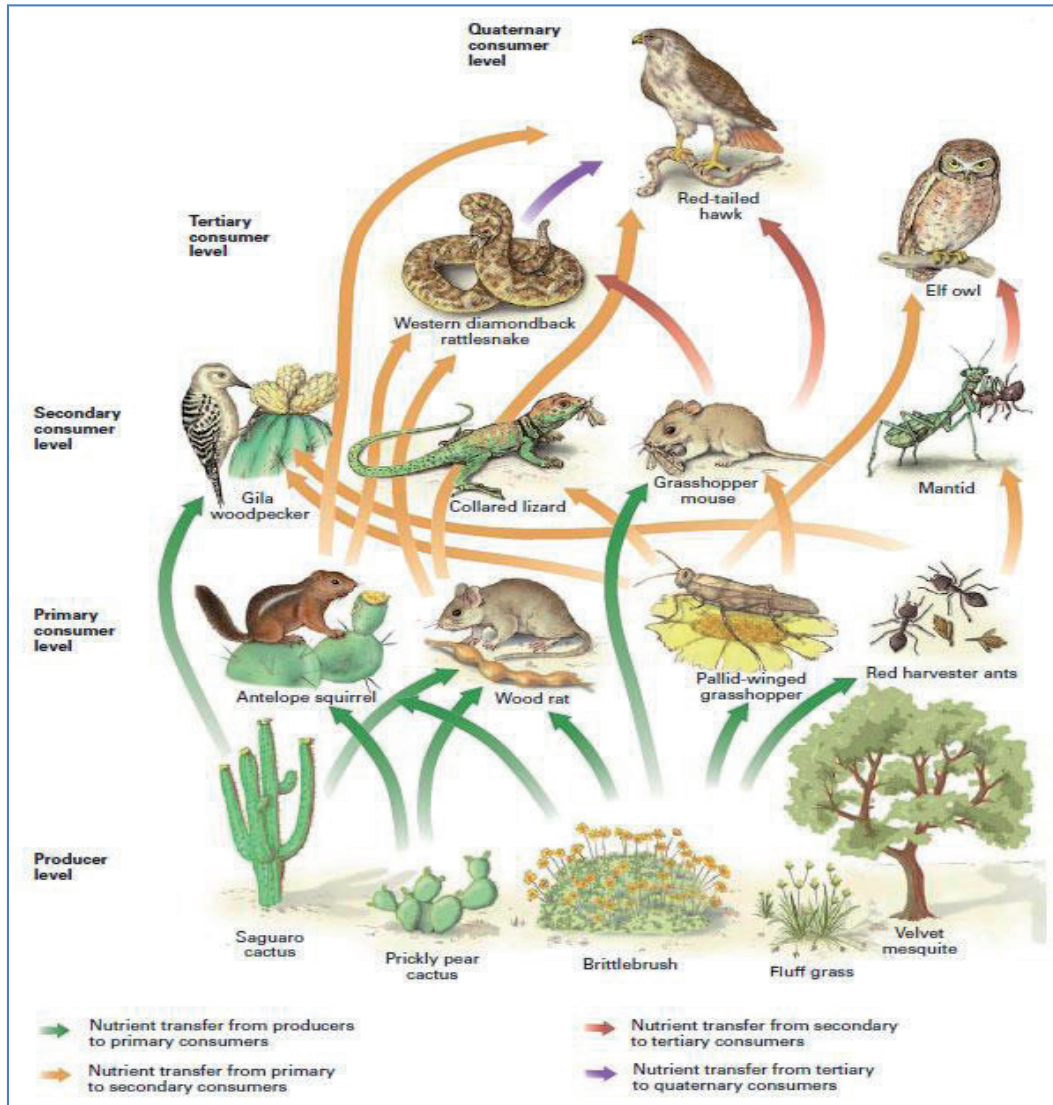
Describe **TWO** human activities that can lead to loss of animals in the forest.

Answer: *The human activities that can lead to loss of animals in the forest are because of:*

- *Cutting down of trees for building houses and roads.*
- *Expansion of agriculture land, intensive harvesting of timber and wood for fuel and other forest products.*

COMPETENCY BASED ASSESSMENT - 2015

Question 7



Look at the given picture and answer the following questions.

- A. List the producers. (Applying)
Answer: *Saguaro cactus, prickly pear cactus, brittlebush, fluff grass and velvet mesquite.*
- B. Name TWO consumers. (Applying)
Answer: *Antelope squirrel, wood rat, pallid-winged grasshopper and red harvester ants.*
- C. What will happen to the consumers if we destroy the forest? (Analyzing)
Answer: *Consumers will become homeless, struggle for food and they will not get oxygen to breathe.*

COMPETENCY BASED ASSESSMENT - 2015

The statement below is to be used with question no. 8

“Some people destroy forest by cutting down trees for wood, money and construction activities. Sometimes they clear forest for cultivation.”

Question 8

(Applying)

Which of the following are the results of the above activities?

- A Landslide.
 - B Deforestation.
 - C Afforestation.
 - D Loss of water source.
-
- i. a, b and c
 - ii. b, c and d
 - iii. a, b and d
 - iv. a, c and d

Answer: *I a, b and d*

Question 9

(Applying)

8. Which of the following is the **correct** food chain?

- A Hawk → grass → grasshopper → snake
- B Grass → snake → grasshopper → Hawk
- C Hawk → snake → grasshopper → grass
- D Grass → grasshopper → Snake → Hawk

Answer: *D Grass → grasshopper → snake → hawk.*

The statement below is to be used with question 10.

Some people of the eastern and southern Bhutan used to practice shifting cultivation. Nowadays government encourages farmers to reduce the shifting cultivation.

Question: 10

(Analyzing)

.Why is the government discouraging the practice of shifting cultivation?

- A Large areas of forest are cleared for cultivation.
- B Cleared area is used for many purposes
- C Shifting cultivation is a difficult job
- D Shifting cultivation requires many workers.

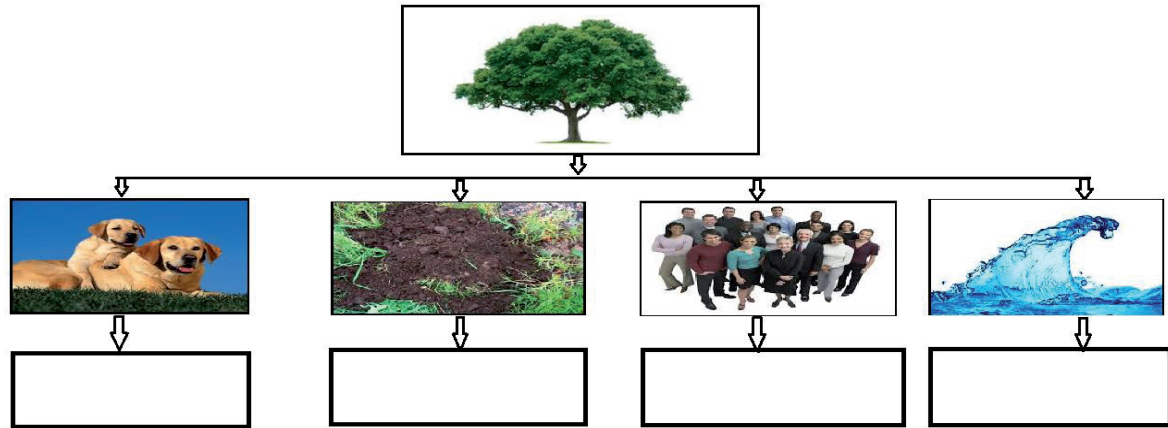
Answer: *A Large areas of forest is cleared for cultivation.*

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Applying)

Fill in the boxes below to show how trees are helpful to each of them shown in the picture.



Answer:

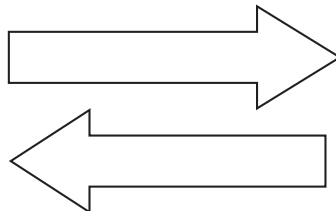
Animal – food, oxygen, shelter

Soil – manure, hold the roots of the trees, supplies food to the trees

People – timber, food, oxygen

Water – helps to hold the water, it helps to prevent landslide and erosion.

The flowing pictures are to be used with question no. 12



Question 12

(Analyzing)

What conclusion can you draw from the above pictures?

- A Animals eat plants.
- B Plants need animals.
- C Animals need plant.
- D Animals and plants need each other.

Answer: *D Animals and plant need each other.*

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Creating)

As a responsible citizen, what would you do to reduce the loss of forest caused by human activities?

Answer:

- *Use electricity for cooking.*
- *Discourage children to make fire in forest.*
- *Encourage farmers to grow enough fodder for high yielding cattle.*
- *Use barren land for settlement instead of clearing the forest.*
- *Educate on the effects of logging activities.*

Question 14

(Analyzing)

“People are the worst enemies of the forest.” Justify the statement with **THREE** points.

Answer:

- *People cut the trees for wood, money, construction activities.*
- *People clear the forest for farming/ cultivation/growing crops*
- *People graze their cattle in forest.*

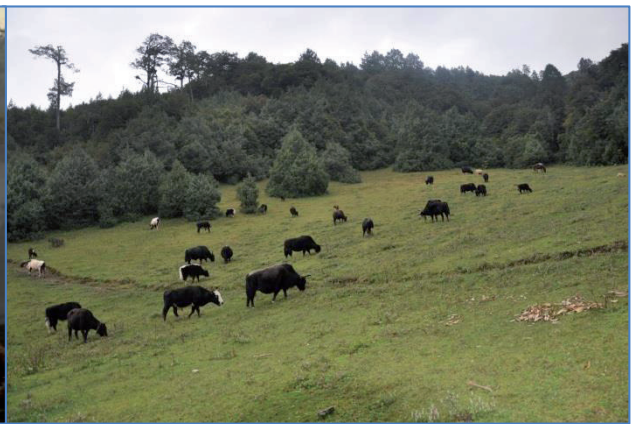
Question 15

(Evaluating)

Look at the pictures A and B. Compare and write which human activities would degrade the forest more and faster according to you?



A



B

Answer: *Forest fire is more dangerous. It destroys the large area of forest within the short period of time. It kills the animals living there. It makes the land barren. It pollutes the air.*

Cattle grazing degrades the forest slowly by eating the grass and making the land barren. So during heavy rainfall, the top soil is washed away.

COMPETENCY BASED ASSESSMENT - 2015

Question 16

(Evaluating)

Do you agree that humans harm the forest more than the domestic animals? Give reason to support your answer.

Answer: *YES, humans are greedy. They cut down more trees for personal and businesses. OR NO, domestic animals destroy forest through over grazing.*

Question 17

(Creating)

Predict what would happen in twenty years, if we do not protect our forest?

Answer: *If we do not protect our forest then there will be:*

- *less trees in our locality,*
- *no farmland,*
- *no raw materials for the construction and*
- *no fresh air for the animals and people to breathe.*

Question 18

(Creating)

Forest fire in our country has become common especially in winter. If, you are to think some of the ways to prevent it, what would they be?

Answer:

- *Educate people on effects of forest fire on animals, birds and human beings.(eco system)*
- *Carry out awareness campaign.*
- *Encourage people to dump their rubbish in a proper place.*
- *Encourage farmers to burn unwanted dry plants carefully.*
- *Discourage children playing with match box.*
- *Discourage children making fire when they go for picnic.*

Question 19

(Creating)

Write ways to create awareness on protection of forest.

Answer: *Any relevant answer examples:*

- *Observe social forestry day.*
- *Poster competition on maintenance of tree saplings.*
- *Campaign on prevention of forest fire.*

3.4 KNOWING MORE ABOUT FOREST.

At the end of the lesson a student should be able to:

- 3.4.1 state the duties of a forest officer,
- 3.4.2 state the rules for protecting our trees and animals,
- 3.4.3 state the consequences for breaking the forest rules and
- 3.4.4 collect information regarding rules through interview, invitation and internet.

Assessment items

Question 1

(Understanding)

Following are the rules to protect forest **EXCEPT**

- A planting more trees.
- B making fire in the forest.
- C not letting our animals to overgraze.
- D taking care of the existing plants and trees

Answer: *B making fire in the forest*

Question 2

(Application)

Even if we go on cutting down the trees for many purposes, as we practice afforestation and reforestation, our forest will remain with us. From the given description, we can conclude that forest is a

- A temporary resource
- B renewable resource
- C unsustainable resource
- D non-renewable resource

Answer: *B renewable resource.*

Question 3

(Application)

If someone comes to your office and files a complaint about illegal hunting or logging, what action would you take as a forest officer?

Answer: *As a forest officer I would take the following actions:*

- *go to the place where mishap has happened.*
- *seize the items.*
- *take necessary actions as per law.*
- *create awareness on the consequences of not following the forest rules.*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Analyzing)

Which of the following cause and effect relationships below shows the **LEAST** reasonable sequence of forest degradation?

- A Construction of Air port → leads to → forest degradation
- B Increasing population → leads to → forest degradation
- C Development of agriculture → leads to → forest degradation
- D Construction of hydro power station → leads to → forest degradation

Answer: B *Increasing population → leads to → forest degradation*

Question 5

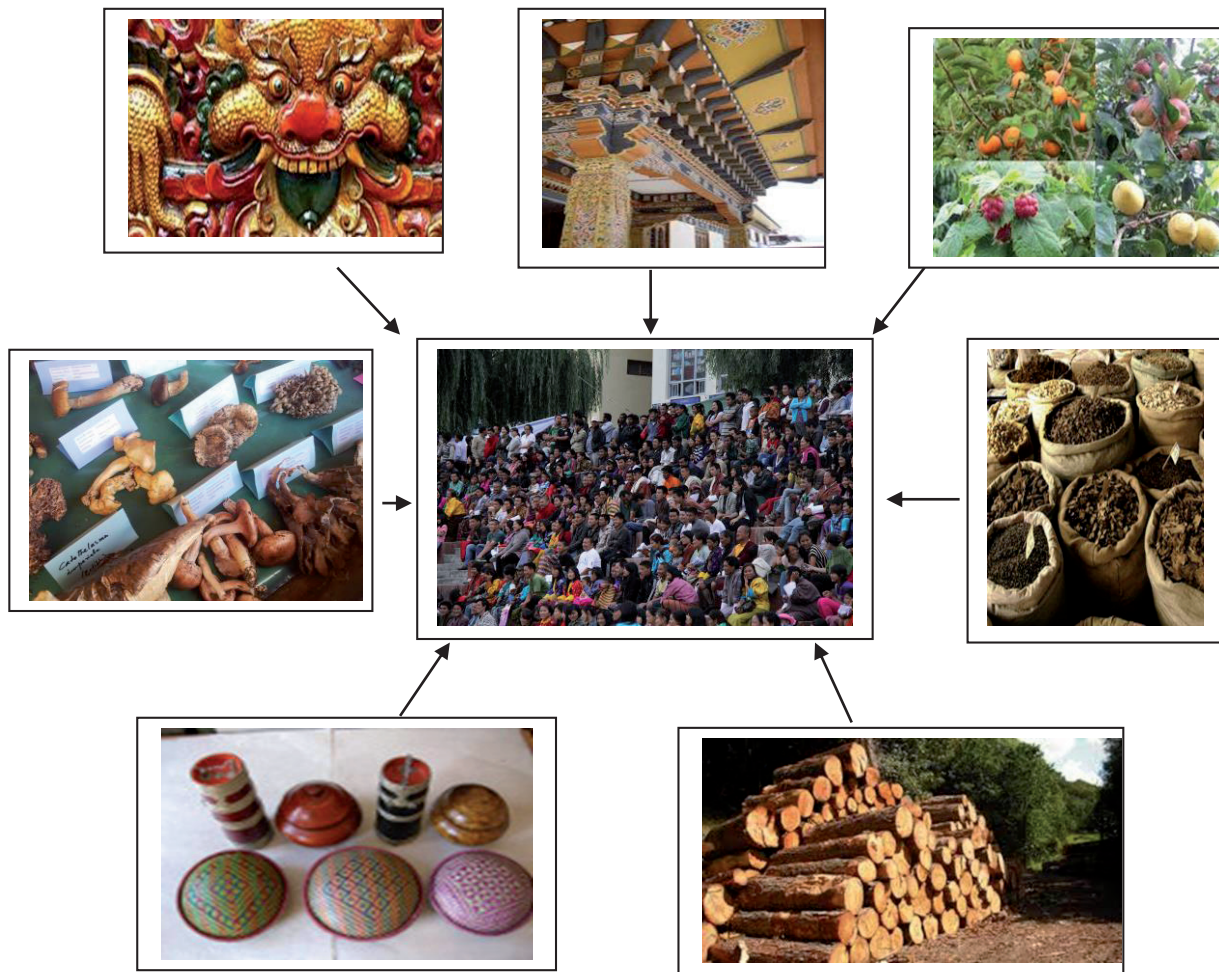
(Analyzing)

Explain why logging and hunting are restricted in the reserved areas?

Answer: *Logging and hunting are restricted in the reserved areas to:*

- *reduce deforestation,*
- *protect endangered species and*
- *plants/trees and animals found in these areas are endangered ones.*

Use the pictures given below to answer **Questions no 6 and 7.**



COMPETENCY BASED ASSESSMENT - 2015

Question 6

(Analyzing)

From the above pictures identify and list the items that are used for economic development.

Answer: *Items used for economic development are:*

- *handicraft items*
- *medicinal herbs*
- *timber*
- *mushroom*

Question 7

(Analyzing)

What conclusion can you draw from the above pictures?

Answer: *From the above pictures we can conclude that:*

- *humans depend on plants,*
- *we get many things from forest and*
- *we can make many things from the forest/ timber.*

Question 8

(Evaluation)

“To build infrastructures we need to cut a lot of trees from forest”. Do you agree with the statement? Give reason to support your answer.

Answer: *Yes, I agree because*

- *lots of trees are cut down to construct roads,*
- *trees are used for building houses and bridges and*
- *people use a large area of land for agricultural purposes and for grazing. OR*

No, I don't agree because

- *other materials are replacing wood*
- *woods are difficult to get and is expensive*

Question 9

(Creating)

If you were the forest officer in your Dzongkhag, what would you do to preserve and conserve the forest?

Answer: *If I were the forest officer in my Dzongkhag I will:*

- *create awareness on the importance of forest.*
- *encourage afforestation and reforestation.*
- *make rules for protecting the forest and animals.*
- *talk about the forest as alternative source of energy.*
- *encourage people to use other alternative materials.*

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Creating)

“Forest is the wealth of our country; it is our duty to conserve our forest”. You as a future leader, what are the duties that you would like to assign to your forest officer?

Answer: *Following are some of the duties I would like to assign to the forest officer are:*

- *protect the laws of the forest.*
- *create awareness on the importance of forest to the general public.*
- *help and support during the forest fire.*
- *co-ordinate or raise forest nursery creation and maintenance of the forest plantation.*

Question 11

(Creating)

Imagine that your teacher has asked you to frame some questions to be asked to your forest officer. Mention some important questions that you would like to ask.

Answer: *The questions that I would ask are:*

- *What are your roles and responsibilities as a forest officer?*
- *Why do you impose fines when people cut down the trees?*
- *What do you do with the seized items?*
- *What do you do with the fines collected from the public?*
- *Are you happy to be a forest officer?*

3.5 MAKING A POSTER .

At the end of the lesson a student should be able to:

- 3.5.1 design posters on protecting forest,
- 3.5.2 write slogans on protecting forest and
- 3.5.3 make some rules for protecting plants in his/her school compound.

Assessment items

Question 1

(Remembering)

The full form of CFMG is

- A Community Forest Management Group.
- B Community Farm Management Group.
- C Cooperative Forest Management Group.
- D Combined Forest Management Group.

Answer: A Community Forest Management Group.

Question 2

(Understanding)

Explain the term 'community forest' in a paragraph of your own.

Answer: *Community forest is an evolving branch of forestry where the local community plays a significant role in forest management and land use decision made by themselves, with the facilitating support of government as well as change agents. It involves the participation and collaboration of various stakeholders including community, government and non-government organizations (NGO's). The level of involvement of each of these groups is dependent on the specific community forest project, the management system in use and the region.*

Question 3

(Analyzing)

What is the importance of community forest? Give any **TWO** points.

Answer:

- i. *The community forest is a crucial source of water, timber, wildlife.*
- ii. *The community forest contributes in the overall development of the village and people in terms of living standard.*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

You are a member of the community forest management group. What would be your roles? Write any **THREE**.

Answer:

- i. To look after the community forest.
- ii. To create awareness to the people on protecting the community forest.
- iii. To monitor the illegal cutting of trees in the forest.

Question 5

(Applying)

Make **THREE** rules for protecting our forest.

Answer:

- i. We should not cut down the trees.
- ii. We must plant and care the plants
- iii. People should not make fire in the forest.
- iv. People should take the ownership of the forest.

Question 6

(Analyzing)

Why do you think the system of community forest was introduced in Bhutan? Give any **TWO** reasons.

Answer:

- i. To give ownership of the community forest.
- ii. To help preserve and protect the forest of Bhutan.
- iii. To educate people on the importance of protecting forest.

Question 7

(Analyzing)

Differentiate between a poster and a slogan.

Answer:

A poster	A slogan
A symbol or a picture to convey information through picture.	A Slogan is a motto or a plea It will be in a word form/ a statement/a sentence.

Question 8.

(Analyzing)

A poster should always have a slogan. Justify the statement with **TWO** points.

Answer:

- i. Helps convey the strong messages to the people.
- ii. If people cannot comprehend the picture they can get the message from the slogan.

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Analyzing)

Study the given picture and explain what could have led to the forest fire?



Answer:

- i. *Not taking care of the fire after a picnic.*
- ii. *Smoking in the forest.*
- iii. *Electric shot circuits.*
- iv. *Naturally (lightning).*

Question 10

(Analyzing)

Distinguish the pictures given below.



Answer:

Picture A	Picture B
<i>It is a poster.</i>	<i>It is a slogan.</i>
<i>It is in picture form.</i>	<i>It is in word form/ or a statement.</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Evaluation)

Do you think that Bhutanese are tree lovers? Give **TWO** reasons in support of your choice.

Answer: *Yes, Bhutanese are tree lovers because*

- i. we plant trees every year*
- ii. we try to preserve and protect the trees*

No, Bhutanese are not tree lovers because:

- i. they cut the tree illegally and sell them and*
- ii. people let their animals graze freely in the forest.*

Question 12

(Creating)

With the locally available materials, design a poster on protecting our forest.

Answer: *Depends on the creativity of the students.*



Question 13

(Creating)

If you were a nature club member in your school, what rules would you make to protect the plants in your school campus? Mention any **TWO**.

Answer:

- i. Deliver a speech on environment.*
- ii. Create awareness on the importance of trees.*
- iii. Assign a plant or tree to individual student and assess it timely.*
- iv. Reward the students for taking care of the plants properly.*

COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Creating)

Write a slogan of your own for the picture given below.



Answer:

- i. *Protecting the forest is everyone's responsibility.*
- ii. *Save a tree, save the earth.*
- iii. *Join hands to save the earth.*
- iv. *Lend a hand, care for the land.*

Question 15

(Creating)

Your Gewog faces the problem of constant forest fires. The size of forest in your Gewog is decreasing. Based on the above situation, design a poster with a slogan of your own to spread the message to protect forest.

Answer:



Question 16.

(Creating)

Write a speech for the people of your Gewog on community forest management.

Answer:

Today, I stand in front of you all to say something important. How many of us live under a tree? None! All of us live in a house. House is must for all of us. But to build a house, we need many things like wood, timber, stone, etc. From where do we get these things? From the forest.

Forest is very much a part of our life. Besides providing the building materials, forest provides us with medicines, vegetables, water, air, etc. Life without forest will be very difficult. We survive because of forest. Forest is like blood veins in our body.

In short we get everything from the forest for our survival. Therefore, I urge all of you to preserve and protect our forest for the future generations as preserving forest is one of the pillars of Gross National Happiness.

3.6 THE COMMUNITY FOREST.

At the end of the lesson a student should be able to:

- 3.6.1 define community forest,
- 3.6.2 explain the importance of community forest and
- 3.6.3 mention the duties of a community towards the community forest.

Assessment Items

Question 1

(Understanding)

Which of the following best describes a community forest?

- A Forest guards taking good care of forest.
- B Government taking good care of rural community
- C People taking care of forest in their community.
- D Celebrating Social Forestry Day as an annual event.

Answer: *C People taking care of forest in their community.*

Question 2

(Understanding)

The community forests were started with the following purposes to:

- i. improve life inter community.
 - ii. protect from wild animals.
 - iii. let people use forest properly.
 - iv. seek Gup's permission for forest use.
- A I and II
 - B I and IV
 - C I and III
 - D II and IV

Answer: *B I and IV*

Question 3

(Understanding)

Which of the following is **NOT** a member of community forest management group:

- A Community people.
- B Forest personnel from gewog.
- C Dzongkhag Agriculture Officer.
- D Risup of the community.

Answer: *C Dzongkhag Agriculture Officer.*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

Find any **THREE** words that are related to the community forest?

F	G	Y	L	H	M	U
F	V	D	A	Q	H	K
I	A	R	N	J	H	N
R	J	L	D	N	B	K
E	R	O	S	I	O	N
S	B	R	S	D	G	J
X	K	I	G	R	E	L
P	R	O	T	E	C	T

Answer: *Land, erosion, fire, protect*

Question 5

(Applying)

You are the head of Community Forest Management Group. Mr. Nado was found cutting a large number of trees from the community forest without informing the management group. What actions would you take? Give **TWO** reasons.

Answer: *I would immediately seize all the trees cut by Mr. Nado and inform all management group members. I would report about Nado to the forest personnel to inform of the following.*

- i. he had cut trees without informing management group which is against the management rule (illegal) and*
- ii. number of trees cut by Nado is large to be dealt by community forest management group.*

Question 6

(Applying)

Community forest management group gets full support mainly from the _____

- A Education Department
- B Health Department
- C Finance Department
- D Forest Department

Answer: *D Forest Department.*

Question 7

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the correct matching pairs.

Column A	Column B
a. Community people b. Villagers and forest officers c. Forest Department d. Not putting out fire after picnic will lead to	1. supplies free saplings. 2. Causes forest fires 3. Look after community forest. 4. Identify location of community forest. 5. forest guards

COMPETENCY BASED ASSESSMENT - 2015

- A a (5), b(4), c(1), d(3)
- B a (3), b(4), c(1), d(2)
- C a (3), b(2), c(1), d(5)
- D a (3), b(2), c(1), d(5)

Answer: B a(3), b(4), c(1), d(2)

Question 8

(Analyzing)

Villagers identify the location of the community forest.

The above statement does **NOT** give correct information on the community forest because the location of community forest is identified by the

- A Gup
- B Dzongkhag
- C villagers
- D villagers and the forest officer

Answer: D villagers and the forest officer

Question 9

(Analyzing)

Agay Tsheten is my grandfather. He told me that when he was young there were less people in the village and more forest coverage. Further he points to different places which are now filled with houses and sadly says that once they were all covered with forest.

From the information given above, it can be concluded that:

- A now people do not have to go long distance to get firewood
- B when population increases more forest coverage gets reduced
- C with the passage of time size of forest increases
- D with increase in population forest coverage also increases

Answer: B when population increases forest coverage gets reduced.

Question 10

(Evaluating)

Rinzin and Namgay are both members of the Forest Management Group headed by you. Rinzin studied till eighth grade. Namgay a school dropout is regarded as humble and well-mannered by all the people in the community. Whom would you choose as your group's accountant? Give **TWO** reasons.

Answer: I would choose Rinzin because:

- i. he studied up to class eight and can maintain records properly and
- ii. he can also help the group to read and write whenever needed. **OR**

I would choose Namgay because:

- i. most of the people trust him and
- ii. good manners are needed more than education in today's world.

3.7 CROPS AND ANIMALS ON OUR FARM.

At the end of the lesson a student should be able to:

- 3.7.1 name the animals the farmers keep in their farms,
- 3.7.2 mention the importance of domestic animals in our daily lives,
- 3.7.3 explain the usefulness of vegetables in our daily lives with examples,
- 3.7.4 name at least four food and cash crops and
- 3.7.5 classify fruits, vegetables and grains grown at different heights in Bhutan.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for each statement.

- i. Yak is the only source of income in Gasa. (*False*)
- ii. Wheat, rice and maize are cash crop in Bhutan (*True*)
- iii. People who eat vegetables and fruits are likely to fall sick easily. (*False*)

Question 2

(Understanding)

Write **FOUR** uses of animals

- Animals provide food.
- Animals provide materials for clothes.
- Animals are the sources of medicine.
- Animals are useful in agriculture.
- Animals help in pollination.
- Animals dung is used as manure.
- Animals are used for transportation.

Question 3

(Applying)

Bhutan exports the following crops in a large scale **EXCEPT**

- A Potato
- B Oranges
- C Mango
- D Apple

Answer: *C Mango*

COMPETENCY BASED ASSESSMENT - 2015

Question: 4

(Applying)

Which of the following fruits and vegetables contain Vitamin C?

- A Orange, tomato and cabbage
- B Pineapple, carrot and orange
- C Tomato, cabbage and carrot
- D Pumpkin, cabbage and carrot

Answer: *A Orange, tomato and cabbage*

Question: 5

(Applying)

Which of these food items is the best source of calcium?

- A Rice
- B Cheese
- C Meat
- D Ice cream

Answer: *B Cheese*

Question 6

(Applying)

Which of the following groups of crops grow in hot valley?

- A Rice, maize and millet
- B Wheat, buckwheat and barley
- C Rice, millet and buckwheat
- D Wheat, maize and barley

Answer: *A Rice, maize and millet*

Question 7

(Creating)

If you were an agricultural officer, how would you support farmers in growing better crops?

Answer: *As an agricultural officer, I would:*

- *provide training to the farmers about modern farming.*
- *supply good quality seeds and fertilizer to farmers.*
- *make the irrigation facilities better.*
- *encourage farmers to use farming machines.*

Question 8

(Applying)

Read the names given below and classify them under each category in the table given below:

Mithun	Goat	Cabbage	Buckwheat	Potato	Rice	Mango	
Yak	Chilli	Onion	Banana	Apple	Cow	Water melon	Pulses

Answer:

Vegetables	Grains	Fruits	Domestic animals
<i>Potatoe</i>	<i>Rice</i>	<i>Watermelon</i>	<i>Mithun</i>
<i>Onion</i>	<i>Wheat</i>	<i>Mango</i>	<i>Goat</i>
<i>Cabbage</i>	<i>Pulses</i>	<i>Banana</i>	<i>Yak</i>
<i>Chilli</i>	<i>Buckwheat</i>	<i>Apple</i>	<i>Cow</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Applying)

Differentiate between food crops and cash crops. Give an example each.

Answer:

Food crop	Cash crop
<i>Food crops are those crops which farmers grow for family's use or consumption. Example: spinach, bean, cabbage, cauliflower.</i>	<i>Cash crops are those crops which farmers grow for sale in the market. Example: orange, apple, potato.</i>

Question 10

(Analyzing)

Why do you think farmers prefer to keep a Jersey cow than a local cow? Give **THREE** reasons.

Answer:

- *Milk production is more.*
- *It is easy to manage.*
- *Less damage to environment.*
- *More income.*

Question 11

(Analyzing)

What is the reason for having national parks in our country?

Answer: *Reasons for having national parks in our country are to:*

- *Keep our wild animals in one place.*
- *Protect and preserve our wild animals.*
- *Protect and preserve our domestic animals.*
- *Attract tourist to see the variety of animals in our country.*

Question 12

(Analyzing)

Why do you think farmers in Bhutan should concentrate more on growing cash crops?

Answer: *Cash crops can earn money and increases the buying power of people. Living standard of the people will improve. It will help in creating jobs.*

Question 13

(Analyzing)

Farmers depend on domestic animals for their living. Do you agree?

Answer:

Yes, our farmers get dairy products like milk, cheese and butter from cow. Horses carry our loads from place to place where there is no mortar road. Farmers get manure from animals.

No, our farmers depend mostly on agriculture. Rearing lives stock is extra work for them. It makes the environment dirty and our health is affected.

COMPETENCY BASED ASSESSMENT - 2015

The table below is to be used with Question 14.

The table shows the menu of Tashi and Sonam for a day.

	Tashi	Sonam
Breakfast	Milk, bread with egg and a banana	Noddles with tea
Lunch	Rice, mixed vegetable (pea, carrot, broccoli tomato and cheese) Apple, water	Rice with potato curry Water
Dinner	Chicken with spinach Cauliflower curry Dhal Water	Rice with ema datse. Water

Question 14

- | | |
|--|------------------------|
| a. What do we get from vegetables and fruits? | <i>(Remembering)</i> |
| b. Whose diet is similar to yours? | <i>(Understanding)</i> |
| c. Whose diet is good for health? How? | <i>(Applying)</i> |
| d. Who is likely to fall sick? Why? | <i>(Analyzing)</i> |
| e. Do you think you need to change your diet? Why? | <i>(Evaluating)</i> |

Answer:

- We get vitamins from vegetables and fruits.*
- Sonam is likely to fall sick because he does not eat much vegetables and fruits to protect him from diseases.*
- Tashi's diet is good because he takes variety of vegetables, cereal, fruits and drinks water.*
- Yes, because I need to eat more vegetables and fruits every day.
No, because I eat lots of fruits and vegetables to make my body strong.*

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Evaluating)

If you were given an opportunity to either grow potatoes or rear Jerseys in Bumthang? Which one would you choose? Why?



Potatoes



Jersey

Answer:

Potatoes: I would grow potatoes in Bumthang because climate is favorable. I can earn good money and buy other necessary things to improve farming.

Jersey: I would like to rear jersey because just a few number of jersey cows produces large quantity of milk. Every day I can have fresh milk and other dairy products which contain vitamins. It is easy to manage. Manure can be used in the garden.

Question 16

Look at the pictures and answer the questions.



Manure - Cow



Chemical



a. Which picture shows vegetable that are good for health? Why?

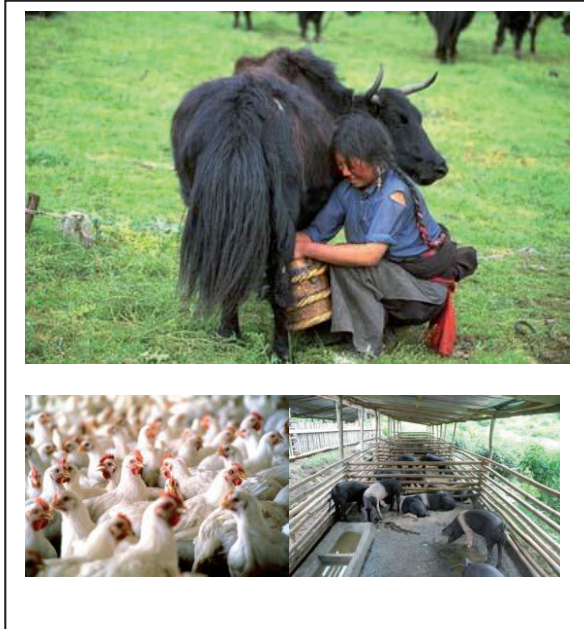
(Evaluating)

Answer: The vegetables grown using manure (cow dung) is good for health because it does not contain harmful chemicals like nitrogen.

COMPETENCY BASED ASSESSMENT - 2015

The given pictures below are to be used with **Question 17**

Livestock Farming



Agriculture Farming



If you were a farmer, which farming would you practice, livestock farming or agriculture farming? Give **THREE** reasons each. (Evaluating)

Answer: *As a farmer, I would like to carry out livestock farming because:*

- *I can earn money by selling animal products,*
- *I don't have to buy animal products and*
- *I can have manure like cow dung to use in field.*

As a farmer, I would like to carry out agriculture farming because:

- *Most of the people in Bhutan depend on agriculture.*
- *I can sell some crops and earn money and*
- *I can have nutritious and organic food.*

Question 18

(Creating)

Describe in **FOUR** sentences a vegetable garden that you have.

Answer: Any relevant points.

BLOCK FOUR: JOBS AND MARKETS

4.1 WHY DO FARMERS NEED MONEY?

At the end of the lesson a student should be able to:

- 4.1.1 define money,
- 4.1.2 write how our farmers use money,
- 4.1.3 list down the various activities our farmers carry out to earn money and
- 4.1.4 write the advantages of using money over barter system in an economy.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for each statement:

1. People in the past used paper money for buying and selling. (*False*)
2. Farmers need money to buy things that they do not produce. (*True*)
3. Barter system is usually practiced in urban areas. (*False*)
4. Bhutan exchanged salt with rice from Tibet in olden days. (*True*)

Question 2

(Understanding)

Define money in your own words.

Answer: Money is a medium of exchange in the form of coins and bank notes.

Question 3

(Understanding)

All of the following help the farmer to earn foreign currency **EXCEPT**.

- A apple
- B millet
- C orange
- D cardamom

Answer: B millet

Question 4

(Applying)

Identify the currency used by our farmers while going for a visit to India.

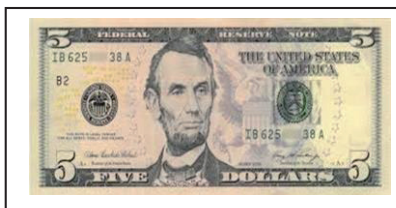
A



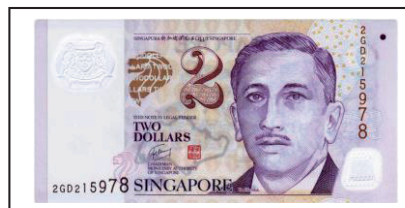
B



C



D



Answer: B

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Ap Dorji, a farmer, earns a lot of money every year by selling his produce. What would be some of the things he spends his money on?

Answer: *Ap Dorji uses his money for buying :*

- *the farming tools*
- *the things which he doesnot produce*
- *additional land*
- *additional livestock*
- *ferlizer*

Question 6

(Applying)

Your apple yeild for 2013 was very high. You wanted to start a small business by importing goods from Nepal. Which currency would be cheaper for you to exchange with Bhutanese currency for your business?

- A Euro
- B U.S dollar
- C Indain Rupee
- D Australian dollar

Answer: *C Indian Rupee*

Question 7

(Analyzing)

Match each Item in Column A against the correct item Column B. Rewrite the correct matching pairs.

Column A	Column B
1. Orange 2. Apple 3. Buckwheat 4. Cordycep	A. Gasa B. Chhukha C. Bumthang D. Samtse E. Paro

Answer: *1 (D), 2 (E), 3 (C), 4(A)*

Question 9

(Analyzing)

Differentiate between cash crops and food crops.

Answer: *The differences between cash crops and food crops are:*

Cash crops	Food crops
1. <i>for sale</i> 2. <i>grown in large quantities.</i> <i>Eg: apple,orange, cardamom</i>	1. <i>for self-consumption</i> 2. <i>grown in less quantities</i> <i>Eg: rice, vegetable, maize.</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Evaluating)

which one is better the barter system or paper money?

Answer: Barter system because:

- we do not have face the shortage of foreign currency.
- Will reduce the problem of theft and robbery
- reduce import in our coutry.

Paper money because:

- it is easier and handy to carry every where.
- we can get anything with money.
- we can trade with other countries.

Question 11

(Evaluating)

Which container would you choose to eat your meals? Why?



Answer: Plate because

- it is cheaper.
- easily available
- washable. **OR**

Bangchung because

- durable.
- need not wash everytime.
- does not contain chemicals.
- keep our culture alive.

Question 12

(Creating)

If you were a farmer, how would you earn money besides cultivation?

Answer: If I were a farmer, I would do the following to earn money besides cultivation:

- collect wild vegetables such as mushroom and fruits.
- make furniture and sell.
- sell animal product.
- learn craft work .

COMPETENCY BASED ASSESSMENT - 2015

4.2 TYPES OF JOBS?

At the end of the lesson a student should be able to:

- 4.2.1 list down the different type of jobs that people do,
- 4.2.2 make a list of service providers in their locality,
- 4.2.3 differentiate among the service providers, raw material collectors and manufacturers with examples, and
- 4.2.4 explain how different types of workers make our life comfortable.

Assessment items

Question 1

(Remembering)

List any **FIVE** types of jobs available in Bhutan?

Answer: *Farming, civil service, carpentry, weaving, plumbing, corporate service.*

Question 2

(Remembering)

Write the full form of the following abbreviations of the designation of officials.

1. H.A = _____
2. A.A.O = _____
3. A.L.O = _____

Answer:

- i. Health Assistant*
- ii. Assistant Agriculture Officer*
- iii. Assistant Livestock Officer*

Question 3

(Applying)

Which of the following workers helps the farmers the most in their work?

- A Doctor
- B Carpenter
- C Shopkeeper
- D Assistant livestock officer

Answer: *D Assistant livestock officer*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Remembering)

Write True for False against the statements given below.

1. Only men can be tailors. (*False*)
2. The miners dig the earth to take out the minerals. (*True*)
3. The raw materials for the jewelers are iron and aluminum. (*False*)
4. The metal tools and pots are the finished products of a blacksmith. (*True*)

Question 5

(Understanding)

The service provider who fixes light in our house is:

- A a mason
- B a mechanic
- C an electrician
- D a plumber

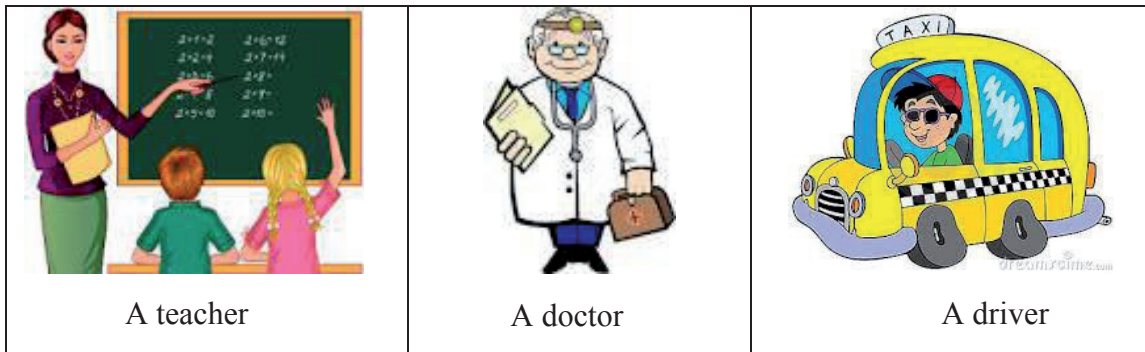
Answer: C an electrician

Question 6

(Applying)

Draw and name any **THREE** service providers found in your community.

Answer:



Question 7

(Applying)

Which of the following descriptions is correct about different workers?

- A A cobbler bakes bread.
- B A tailor makes furniture.
- C A cobbler mends shoes.
- D A miner makes metal pots and tools.

Answer: A cobbler mends shoes.

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Complete the table given below

Types of jobs	Nature of Work
Doctor	1. -----
2.	Teaches students
Miner	3.
4.	Makes furniture

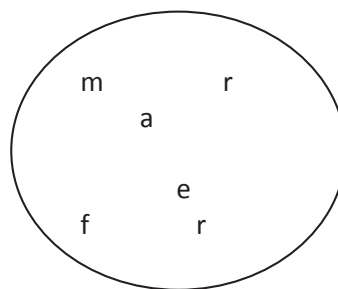
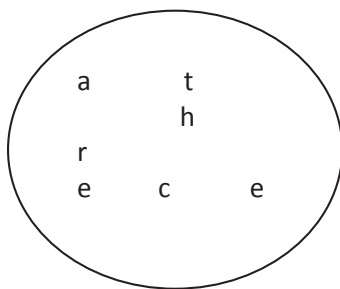
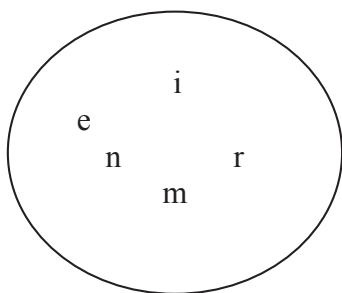
Answer:

- i. Looks after the sick people.
- ii. A teacher.
- iii. Digs the earth.
- iv. A carpenter.

Question 9

(Applying)

Rearrange the jumbled words below to form types of jobs.



1. _____ 2. _____ 3. _____

Answer:

- i. miner
- ii. teacher
- iii. farmer

Question 10

(Applying)

Complete the table below using the correct word under each heading.

Service providers	Collector of raw materials	Manufacturers
1.	1.	1.
2.	2.	2.

Answer:

Service providers	Collector of raw materials	Manufacturers
1. Doctors	1. Fishermen	1. Weavers
2. Architectures	2. Farmers	2. Bakers

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Applying)



The worker in the above picture is

- A an architecture.
- B an engineer.
- C a mechanic.
- D a supervisor.

Answer: B Mechanic.

Question 12

(Applying)

Which of the following workers is the most appropriate service provider for children going to school?

- A A doctor.
- B A barber.
- C A teacher.
- D A cobbler.

Answer: C A teacher.

Question 13

(Analyzing)

Differentiate between a white collar job and blue collar job in Bhutan. Give examples.

Answer:

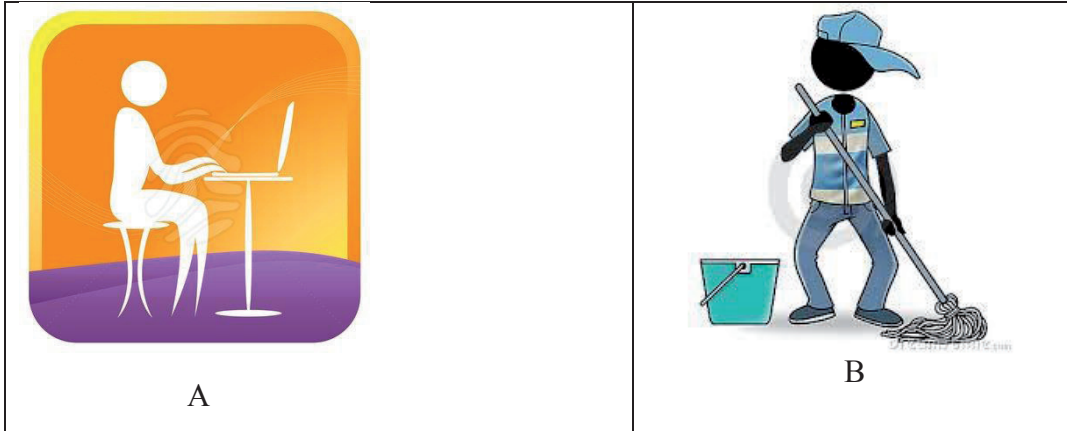
Blue collar Job	White collar job
<i>Requires highly skilled personnel who are formally trained and certified. Workers usually have common uniform. Examples; mechanics, plumbers, electricians</i>	<i>Workers who perform professional jobs. Workers require higher educational qualification. Workers do not have common uniform. Examples; accountants, bankers, engineers.</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Analyzing)

Distinguish picture A from B in **TWO** sentences.



Answer:

Picture A	Picture B
<i>It is a picture of a tailor. A tailors cuts and stitches the clothes.</i>	<i>It is a picture of a cobbler. A cobbler repairs shoes, and slippers.</i>

Question 15

Study the picture given below and answer the following questions:



1. Identify the worker shown above.

(Applying)

Answer: *The worker shown above is a firefighter.*

2. When are such type of workers used in Bhutan?

(Understanding)

Answer: *Such types of workers are used during the fire accidents.*

3. Do you think firefighters are important in Bhutan? Why?

(Evaluating)

Answer: *Yes, because Bhutan experiences lots of fire accidents in winter. OR*

No, because we already have police personnels and Desuups who do the firefighting at times of forest fire and when houses are on fire.

COMPETENCY BASED ASSESSMENT - 2015

Question 16

(Analyzing)

What according to you would be the condition in Bhutan, if there were no teachers?

Answer:

- i. *There will be no schools.*
- ii. *No one will become educated.*

Question 17

(Analyzing)

Which job would you choose, a doctor or a mechanic? Why? Give **THREE** reasons.

Answer: *I would choose to be a doctor because:*

- i. *I can look after the sick people and save many lives.*
- ii. *I can serve the country and the people more than in any other jobs. **OR***

I would choose to be a mechanic because;

- i. *I can earn a lot of money fixing cars.*
- ii. *I can develop new skills of working with different machineries.*

Question 18

(Analyzing)

Why is a blacksmith not popular in our country? Give **TWO** reasons.

Answer: *It is not popular in our country because:*

- i. *a blacksmith has to work under dirty and unhealthy conditions.*
- ii. *a black smith's work is monotonous and requires a lot of physical energy.*

Question 19

(Creating)

If you were the labour minister of Bhutan, what new jobs would you create to solve the unemployment problem in our country?

Answer:

- i. *Teacher Assistants*
- ii. *Full time baby sitters*
- iii. *Workers for Old Age Home*
- iv. *Full time workers in the film industry.*
- v. *Private Nurse.*

COMPETENCY BASED ASSESSMENT - 2015

4.3 WHAT DO YOU WANT TO BE?

At the end of the lesson a student should be able to:

- 4.3.1 collect information on skills required for each kind of job through interview, invitation, guest speakers, and internet and
- 4.3.2 tell what kind of job they would like to do in future with reasons.

Assessment items

Question 1

(Remembering)

Most of the people in Bhutan are:

- A doctors
- B teachers
- C farmers
- D engineers

Answer: C Farmers

Question 2

(Applying)

List down **SIX** kinds of works that you find in your locality.

Answer: Teacher, principal, cook, sweeper, caretaker and shopkeeper.

Question 3

(Applying)

Wangchen is your class mate. He always helps when someone is sick in your school. It is his hobby to help sick people.

Which of the following job would suits Wangchen as per the above statement?

- A Teacher
- B Waiter
- C Dancer
- D Doctor

Answer: D Doctor

Question 4

(Applying)

Form groups of three members each. Each member should be assigned a task. They should visit an employed person living nearby the school and interview him or her. Make a set of five questions to ask during the interview.

Answer:

- i. What do you do to earn a living?
- ii. Why have you chosen this job?
- iii. What tools/machines do you use in your job?
- iv. What skills are required?
- v. What is the qualification required?

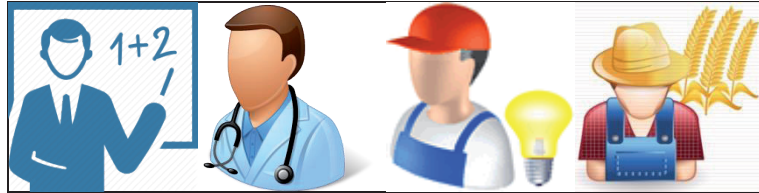
COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Applying)

Draw a picture of what you want to be. Write **TWO** reasons for your answer?

Answer: *A picture of a teacher, a doctor, an electrician, a farmer etc.*



Answer: *I want to become a farmer because:*

- i. I like farming.*
- ii. I can grow different crops and vegetables.*
- iii. I can sell vegetables, fruits and earn money.*

Question 6

(Applying)

Complete the picture by answering the questions.



Answer: *I want to become an electrician. I will do wiring in the buildings. I shall use pliers, screw drivers, testers and hammers. I want to make electricity and it is my ambition to become an electrician.*

Question 7

(Analyzing)

Circle the word that does not belong in each group.

A	design	balance	bridge	engineer	house
B	red robes	rituals	temple	build	prayer
C	colour	brush	drawing	paint	aeroplane
D	spade	book	chalk board	children	chart

Answer: *A-balance B-build C-aeroplane D-spade*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Analyzing)

Our government says that there are plenty of jobs in Bhutan, yet we see so many graduates looking for jobs. All of the following are possible reasons for unemployment, **EXCEPT**:

- A parents expect their children to get a good job after their education.
- B student graduates are not ready to take up jobs offered by the government.
- C school graduates know the dignity of labor and are ready to take up any job.
- D college graduates feel low doing blue collar jobs.

Answer: *D college graduates know the dignity of labor and are ready to take up any job.*

Question 9

(Analyzing)

Match each item in column A with the correct item in column B. Rewrite the correct matching pair?

Column A	Column B
A Police	1. Flies plane to different places. Only a few can get this job
B Forest Guard	2. Design building structures Ensures that constructions are done as planned
C Pilot	3. Uses wires and pliers. Fixes electricity
D Electrician	4. Wears blue uniform. Maintains law in the country.
E Architect	5. Protects plants and wild animals. Checks illegal felling of trees
	6. Teaches children in the school. Uses text books and chalk.

Answers: *A (4), B (5), C (1), D (3), E (2)*

Question 10

(Analyzing)

Karma Wangmo is your friend. She is very good at Mathematics and always scores the highest in the subject. What job would you suggest her to take in future? Give **TWO** reasons?

Answer: *I would suggest her to be an engineer because:*

- i. an engineer needs to do lots of calculations and she is good at it.*
- ii. an engineer needs to do lots of estimation works and therefore should be good in Maths.*

Question 11

(Evaluating)

Which job will you choose a teacher or a pilot? Justify your answer with **TWO** reasons?

Answer: If I am given a choice, I would choose to be:

- *a teacher because I will get chance to work with many children.*
- *my students will remember me when they grow up. **OR***
- *a pilot because I will get more salary.*
- *I will reach to many foreign places.*

4.4 SOME SHOPS IN OUR COUNTRY

At the end of the lesson a student should be able to:

- 4.4.1 define shop and market,
- 4.4.2 list down the different types of shops in the market and
- 4.4.3 explain the importance of each type of shop in our daily life.

Assessment items

Question 1

(Remembering)

A shop which sells all kinds of things is called a

- A garment shop.
- B general store.
- C grocery shop.
- D hardware store.

Answer: *general store/shop.*

Question 2

(Remembering)

A grocery shop sells

- A meat
- B paints
- C medicines
- D rice

Answer: *D rice*

Question 3

(Remembering)

Write *TRUE* or *FALSE* against each statement.

- i. Note Books are sold in the stationery shop. (*True*)
- ii. Display of sign boards is not compulsory for the shops in Bhutan. (*False*)
- iii. Goods are mainly imported from India. (*True*)
- iv. Barter system is an exchange of services. (*False*)
- v. Shopkeepers do not have to produce license to run a shop. (*False*)

Question 4

(Analyzing)

What is the difference between a shop and a market?

Answer:

- *A shop is a small individual establishment which sells goods and services.*
- *Market is a cluster of different types of shops in a particular place which renders out services and sells goods.*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Analyzing)

Write **TWO** differences between the shops that you see in the rural and urban places.

Rural	Urban
<ol style="list-style-type: none"> 1. Structures are made of wood and bamboo. 2. No proper connection of road. 3. Shops are all scattered. 4. The goods sold are mostly local products and bar shops are seen more. 	<ol style="list-style-type: none"> 1. Concrete buildings. 2. Connected to the access road. 3. Populated houses. 4. Imported goods are mostly sold in the shops.

Question 6

(Applying)

Where do the maximum varieties of items in a garment shop come from?

- A farm
- B forest
- C factories
- D neighboring countries

Answer: *D neighboring countries*

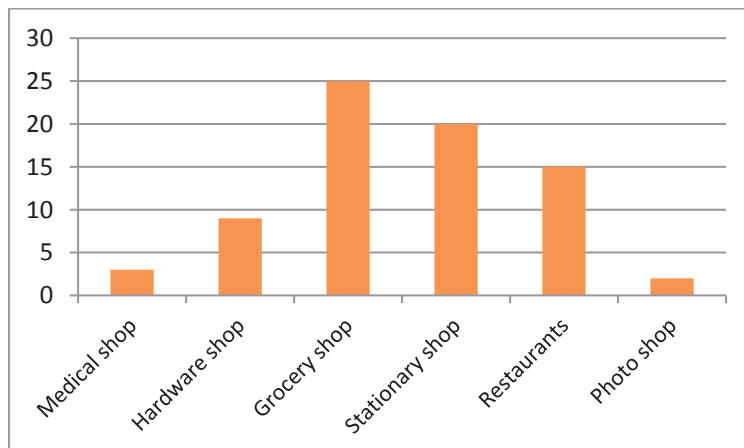
Question 7

(Applying)

Find the different types of shop in your locality and represent them in a bar graph showing the number of each shop.

Answer:

- *Medical shop*
- *Hardware shop*
- *Grocery shop*
- *Stationary shop*
- *Restaurants*
- *Photo shop*



COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

List down the things which are sold in the following shops.

Answer:

Hardware Shop	Medical Shop	Stationery Shop	Grocery Shop	Meat Shop
<ul style="list-style-type: none"> ▪ <i>brush</i> ▪ <i>Nails</i> ▪ <i>Pipe</i> ▪ <i>Hammer</i> ▪ <i>Ply board</i> ▪ <i>Paints</i> 	<ul style="list-style-type: none"> ▪ <i>Medicines</i> ▪ <i>Cosmetic</i> ▪ <i>Diapers</i> ▪ <i>Supplementary diets.</i> 	<ul style="list-style-type: none"> ▪ <i>Pen</i> ▪ <i>Pencil</i> ▪ <i>Books</i> ▪ <i>Papers</i> ▪ <i>Marker</i> ▪ <i>Glue</i> ▪ <i>File</i> 	<ul style="list-style-type: none"> ▪ <i>Flour</i> ▪ <i>Rice</i> ▪ <i>Milk</i> ▪ <i>Biscuits</i> ▪ <i>Butter</i> ▪ <i>Cheese</i> 	<ul style="list-style-type: none"> ▪ <i>Pork</i> ▪ <i>Beef</i> ▪ <i>Chicken</i> ▪ <i>Liver</i> ▪ <i>Fish</i> ▪ <i>Mutton</i>

Question 9

(Analyzing)

Write down how each type of shop is different from another.

Answers: *Grocery shop*

- *It has mainly daily consumable items.*
- *It has large variety of items.*

Hardware shop:

- *It mainly deals with the items essential for building and carpentry works.*

Medical Shop:

- *It sells prescribed medicines and other medicines too.*

Stationary Shop

- *It sells textbooks and other school and office stationeries.*

Question 10

(Applying)

Where does the money go that you spend?

Answer:

- *Money goes to bank.*
- *Money goes to the shop.*
- *Money comes to us. Money keeps on circulating.*

Question 11

(Analyzing)

Why do you think most people prefer restaurants to the other kind of shops?

Answer: *Many people prefer restaurant to the other kind of shops because we get varieties of readymade food items.*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

Write **TWO** advantages and disadvantages of a hardware shop in Gasa.

Answer:

Advantages	Disadvantages
1. It saves time.	1. Things are be expensive.
2. It saves money.	2. It is a monopoly.
3. Things will be available.	3. Not able to get quality items.

Question 13

(Evaluating)

Nowadays, shop keeping is not easy for making money. Do you agree?

Answer:

- *Yes, many people go for easy moneymaking methods like running a shop because it is easier for them to seat in one place and sale the goods which are manufactured in the industries rather than working whole day sweating in the sun.*
- *No, there are still people who do farming and sell their produce in market.*

Question 14

(Creating)

Imagine you are the planning officer of your dzongkhag and you are asked to design a new town plan in your village. Draw how it would look like?



4.5 SURVEYING SHOPS AND CUSTOMERS

At the end of the lesson a student should be able to:

- 4.5.1 survey to find out different types of shops in their locality,
- 4.5.2 differentiate between a shopkeeper and a customer and
- 4.5.3 write ways in which a shop can attract customers.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for the following statements.

1. A shop containing different varieties of goods receives more customers. (*True*)
2. A customer is a person who goes to a shop to buy something. (*True*)
3. Customers do not have the right to buy things from the shop. (*False*)
4. Shopkeepers get their goods in large quantity from India. (*True*)
5. We get medicines from a hardware shop. (*False*)

Question 2

(Remembering)

A shop which sells food, drinks and snacks is called a

- A restaurant
- B medical shop
- C stationary shop
- D tailoring shop

Answer: A restaurant

Question 3

(Understanding)

Write **THREE** differences between a shopkeeper and a customer.

Answer: The differences between a shopkeeper and a customer are:

Shopkeeper	Customer
i. Sells the things to customer	i. Buys things from shops
ii. Pays tax to the government	ii. Need not pay tax to the government.
iii. Buy things in large quantities from manufacturer or whole seller at a cheaper rate.	iii. Buys things in less quantity from shop at higher rate than shopkeepers' purchase price.

COMPETENCY BASED ASSESSMENT - 2015

Question 4

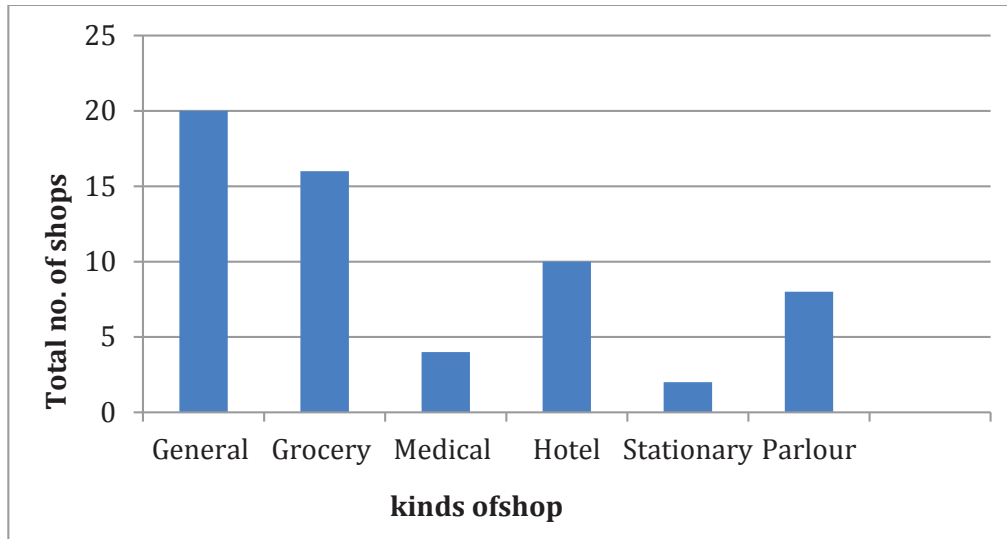
(Applying)

Which of the following shops are correctly matched with their goods?

- A Book shop → books
- B Hardware shop → cloths
- C Medical shop → chocolates
- D Stationery shop → medicines

Answer: A Book shop → books

Study the graph carefully and answer the questions from 6-7.



Question 6

(Applying)

Which shop has the highest customer?

- A General
- B Grocery
- C Medical
- D Salon

Answer: A General

Question 7

(Applying)

From the above graph, identify the shop which is mostly visited by students.

- A Hotel
- B Salon
- C Medical
- D Stationery

Answer: D Stationery

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

How will you find out the different types of shop in your locality?

Answer: *I will find out by:*

- i. *Making chart*
- ii. *Questionnaire*
- iii. *Interview*
- iv. *Visiting a market place*

Question 9

(Applying)

Which of the above shops provide things that you need for your kitchen?

- A General
- B Grocery
- C Medical
- D Stationery

Answer: *B Grocery*

Question 10

(Evaluating)

What kind of shops do you wish to set up if you were to become a shopkeeper? Why?

Answer: *A hotel because:*

- *I will get more customers*
- *more income*
- *do not have to import*
- *create work for others*
- *provide service **OR***

A stationery shop because:

- *there are more students, so I can get more income from it.*
- *There are less stationary shops in the market compared to other shops.*

Question 11

(Creating)

If you are a shopkeeper, how would you attract your customers?

Answer: *To attract the customers, I would:*

- *welcome the customer willingly.*
- *make my shop attractive by giving them special discount.*
- *offer doma and chewing gum to the customer.*
- *Put variety of items.*

4.6 A SKETCH OF THE MARKET AREA

At the end of the lesson a student should be able to:

4.6.1 sketch a map of their local market area with appropriate keys.

Assessment items

Question 1

(Remembering)

Define market.

Answer: A plat form where buyers and sellers interact in person or online to facilitate an exchange of goods and services with money.

Question 2

(Understanding)

Which one of the following is **NOT** correct about the markets in Bhutan?

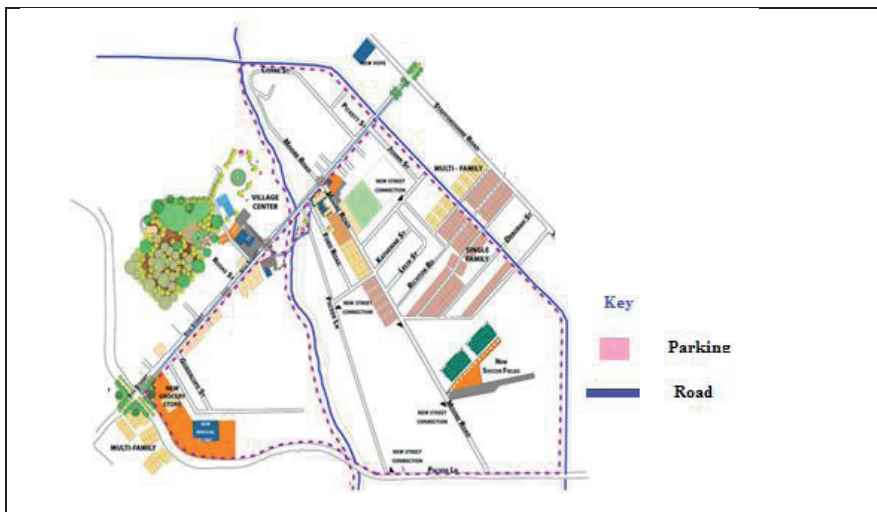
- A It needs road connectivity.
- B It has shops and buildings.
- C It has both small and big shops.
- D It needs hotels nearby.

Answer: D It needs hotels nearby.

Question 3

(Understanding)

Describe the picture given below in **TWO** sentences.



Answer:

- i. This picture shows a sketch of a market area.
- ii. There are many roads connecting different places.
- iii. In the picture there are lots of parking spaces and it is well designed and planned.

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

The picture shown below is a _____.



- A shop.
- B market.
- C nightclub
- D picnic spot.

Answer: B market.

Question 5

(Applying)

What kind of facilities do you see in an ideal market?

Answer:

- i. ATM service.
- ii. Enough car parking space.
- iii. Good road connectivity.
- iv. Toilet facilities with proper sanitation.
- v. Availability of children parks.
- vi. Peaceful resting place for elderly people.
- vii. Internet facilities.

Question 6

(Applying)

The important facilities required in a market are:

- i. road connections
 - ii. parking spaces
 - iii. Children parks
 - iv. toilets
- A i, ii and iii.
 - B ii and iv.
 - C i, iii and iv.
 - D ii, iii and iv.

Answer: B i. ii and iv.

COMPETENCY BASED ASSESSMENT - 2015

Question 7

(Evaluating)

You are a university graduate. Your father decides to set up a business for you at your current place of living. What kind of business will you go for? Why?

Answer: *(Open ended, answer depends on the location of the school.)*

Question 8

(Analyzing)

What would happen to the Bhutanese if there were no markets in Bhutan? Write any **TWO** points.

Answer:

- i. *The people will not get the basic things like food, clothe and shelter.*
- ii. *The farmers will not be able to sell their farm produce.*
- iii. *The Bhutanese will have to go to other countries for shopping.*
- iv. *There will be less development in the country due to outflow of money.*
- v. *More people will become farmers.*

Question 9

(Evaluating)

The markets in Bhutan are easily accessible to the people. Do you agree? Support your answer with any **TWO** points.

Answer: *Yes, because*

- i. *most of the markets are located at the road points.*
- ii. *we have all types of shops in our markets.*

No, because

- i. *people who live in far-flung villages have to travel for hours to reach their nearest market.*
- ii. *except in places like Thimphu and Phuntsholing, we do not get all the things we need from the markets .*

Question 10

(Evaluating)

Do you think settling down in a market has more of disadvantages than advantages? Give **TWO** reasons to support your statement.

Answer: *Yes, because:*

- i. *the place becomes very noisy and crowded.*
- ii. *the surroundings remain very dirty.*
- iii. *there is shortage of water.*
- iv. *the living standard is very high.*

COMPETENCY BASED ASSESSMENT - 2015

No, because:

- i. we can get all the new products easily.*
- ii. the facilities are better.*
- iii. due to market competition, we will get things at cheaper rate.*
- iv. we can save the cost of travelling to the market.*

Question 11

(Creating)

Design a sketch of the market for your local area having the features given below.

Features

- Shop, banks and ATM service.
- Roads, toilets, footpaths
- Street lights
- Parking space

Answer:

(Using their creative ideas children will draw a market)

BLOCK FIVE: OUR GOVERNMENT

5.1 OUR GOVERNMENT

At the end of the lesson a student should be able to:

- 5.1.1 define government,
- 5.1.2 explain how the government works,
- 5.1.3 differentiate the role of the King and the Prime Minister and
- 5.1.4 tell the importance of a government.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE*.

- i. All rules are made to protect and keep people happy. (*True*)
- ii. The head office of our government is in Punakha. (*False*)
- iii. The Prime Minister is the head of the government. (*True*)
- iv. Bhutan is in between two small countries. (*False*)

Question 2

(Remembering)

The head of the country is

- A King
- B Speaker
- C Je Khenpo
- D Prime Minister

Answer: *A King.*

Question 3

(Analyzing)

Write down **TWO** differences between the role of the King and the Prime Minister.

Answer:

King	Prime Minister
Head of the country.	Head of the government.
Head of arm force.	Elected by the people.

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

Describe the picture given below in **FOUR** sentences.



Answer:

- *He is our king Jigme Khesar Namgyal Wangchuck.*
- *He lives in Thimphu.*
- *He looks after our country.*
- *He is very kind and we love him.*

Question 5

(Understanding)

Every country has its own government. A government is a

- A person who helps people.
- B group of people who make rules to keep everyone happy.
- C group of people who live in Trashichho Dzong in Thimphu.
- D group of people who look after and manage all the matters of the country.

Answer: *D group of people who look after and manage all the matters of the country.*

Question 6

(Understanding)

You must have seen your village Tshogpa serving your village. What roles and responsibilities do they have? Write any **THREE**.

Answer:

- i. Attend Gewog Zomdues.*
- ii. Inform government policies to community members.*
- iii. Help government officials whenever they visit village.*

Question 7

(Applying)

Which of the following is **NOT** correct about making rules?

- A Rules are made to help people.
- B Any person can make rules for all the people.
- C Rules made should be accepted by the majority.
- D People are punished when rules are not followed.

Answer: *B Any person can make rules for all the people.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

The school is also like a government. It is an institution. The teachers, students and supporting staff make rules and run the school. The school works in group and all the people respect each other.

Which of the following would best support the statement above?

School is:

- A not a place of learning.
- B a place where attendance is must.
- C a place where we play with our friends.
- D an organization where people work together to learn, respect each other and follow rules.

Answer: *D School is an organization where people work together to learn, respect each other and follow rules.*

Question 9

(Applying)

Imagine yourself in a country without a government. Mention **TWO** problems you are likely to face. Why?

Answer: *If there is no government, there will be no rules and regulations and no peace in the country. There will be no one to look after the country and there will be no developmental works taking place.*

Question 10

(Analyzing)

Why do you think government makes rules?

Answer: *The government make rules to keep our country in peace and to make all the people happy. If there are no rules there will be problems in the country.*

Question 11

(Evaluating)

In some schools, captains are appointed by teachers while in other schools, captains are elected by the students. Which way of selecting captains do you prefer? Give **TWO** reasons?

Answers: *I would prefer selection by teachers because:*

- *teachers know who are capable to be captains.*
- *students will obey the appointed captains more than elected captains. OR*

I would prefer elected captains by students because:

- *it is student's choice and therefore can bring harmony.*
- *majority of students will obey them since they have elected their own captains.*

5.2 DZONGKHAG ADMINISTRATION

At the end of the lesson a student should be able to:

- 5.2.1 list down the functions of a dzongkhag administration,
- 5.2.2 define Dzongkhag Administration with examples,
- 5.2.3 name the levels of offices under a Dzongkhag and
- 5.2.4 locate the Dzogkhags on the outline map of Bhutan.

Assessment items

Question 1

How many Gewogs are there in our country as of now?

(Remembering)

- A 203.
- B 207.
- C 205.
- D 200.

Answer: C 205.

Question 2

Who elects a Gup?

(Remembering)

- A People of the village.
- B People of the Drungkhag.
- C People of the country.
- D People of the gewog.

Answer: D People of the gewog.

Question 3

In which Dzongkhag was the first lady Dzongda appointed in 2012?

(Remembering)

- A Trashigang
- B Tsirang
- C Thimphu
- D Punakha

Answer: B Tsirang

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

Who are the members of Dzongkhag Tshogdu?

- A Dzongda, Gup, Dzongkhag officers , Magmi and farmers.
- B Dzongda, Gup, Mangmi and Dzongkhag officers.
- C Dzongda, Gup, Mangmi and farmers.
- D Dzongda, Dzongkhag officers, farmers and Gup.

Answer: B Dzongda, Gup, Mangmi and dzongkhag officers

Question 5

(Understanding)

Define Dzongkhag Administration. Give **ONE** example.

Answer: Administration/looks after the people in a Dzongkhag. Example; Punakha Dzongkhag/ Gasa Dzongkhag/Wangdue Dzongkhag ect.

Question 6

(Applying)

Fill in each blank with an appropriate word.

- a. The woman Dzongda wears a red _____ with white stripes in the middle.
- b. The chair person of the Dzongkhag Tshogdu is _____.
- c. Dzongkhag Tshogdu is held _____ in a year.

Answer:

- a Rachu
- b Dzongda
- c twice

In the outline map of Bhutan.

(Applying)

Question 7

- i. Name and locate the capital of Bhutan.

Answer: Thimphu (show it on the map)

- ii. Name and mark () in dzongkhags where teak trees are found.

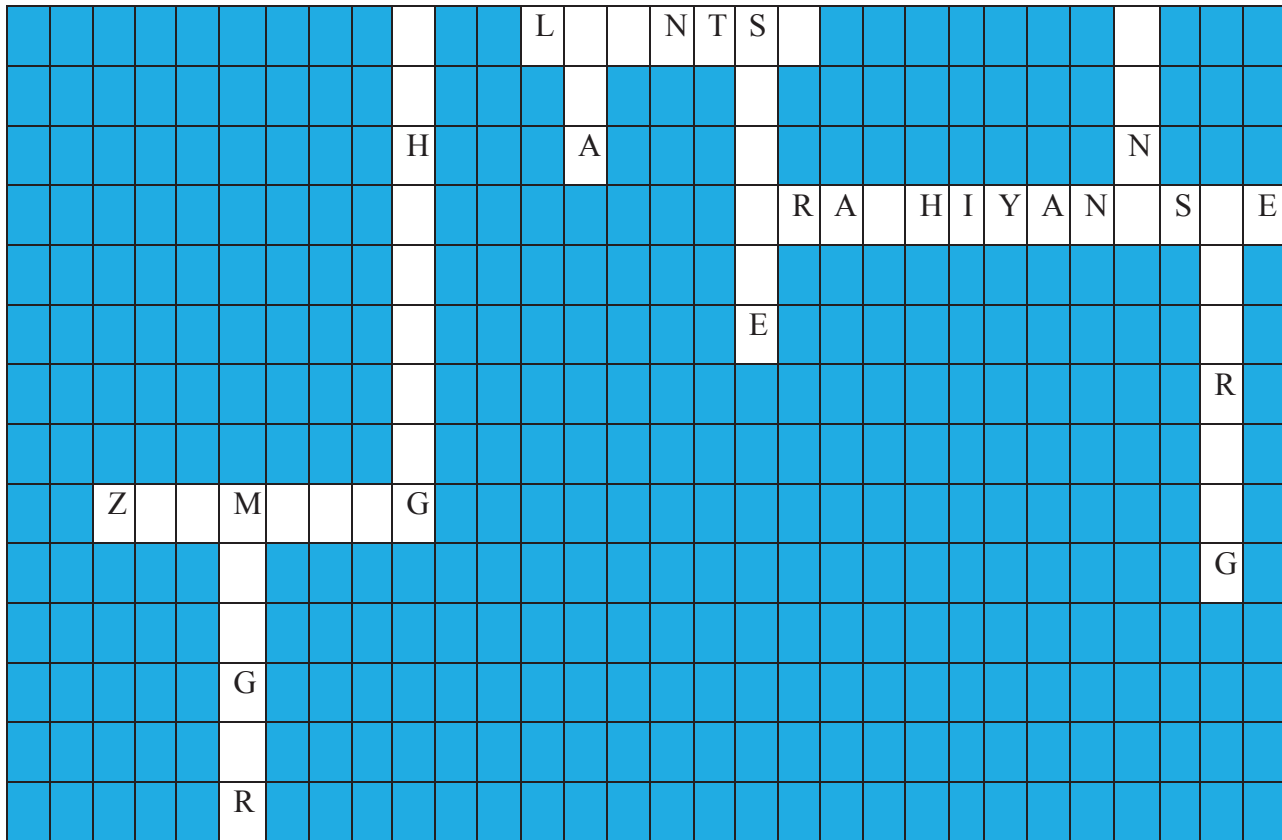
Answer: Samdrup Jongkhar, Samtse and Gelephu.

- iii. Mark () in the largest dzongkhag in Bhutan.

Answer: Trashigang

- iv. Name and mark the dzongkhag having the maximum drungkhag.

COMPETENCY BASED ASSESSMENT - 2015



- | | | |
|-------------------------|----------------------------|----------------------|
| 1. <i>Dagana</i> | 10. <i>Paro</i> | 14. <i>Sarpang</i> |
| 2. <i>Gasa</i> | 11. <i>Pemagatsel</i> | 15. <i>Thimphu</i> |
| 3. <i>Trongsa</i> | 12. <i>Punakha</i> | 16. <i>Trashigan</i> |
| 4. <i>Haa</i> | 13. <i>Samdrupjongkhar</i> | 17. <i>Chukha</i> |
| 5. <i>Samtse</i> | | 18. <i>Tsirang</i> |
| 6. <i>Sarpang</i> | | 19. <i>Mongar</i> |
| 7. <i>Thimphu</i> | | 20. <i>Zhemgang</i> |
| 8. <i>Trashigang</i> | | |
| 9. <i>Trashiyangtse</i> | | |

Question: 9

(Analyzing)

Write **ONE** similarity and difference between the roles of Dzongda and Dzongrab.

Answer:

Similarity	Difference
<ul style="list-style-type: none"> ▪ Both wear Patang ▪ Both wear Kabney ▪ Both work in the Dzongkhag 	<ul style="list-style-type: none"> ▪ Dzongda wears a red kabney which has white stripe in the middle but does not have fringe. ▪ Dzongrab wears kabney which has red stripe at both sides and has fringes. ▪ Dzongda looks after overall administration work of the dzongkhag, Dzongrab supports the Dzongda.

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Analyzing)

Why do you think it is important to have an agriculture officer in your village?

Answer: *It is important to have agriculture officer because:*

- *Educates farmers on methods of growing crops and rearing animals.*
- *Helps supply seeds and fertilizers to the farmers.*
- *Monitors the progress of the farmers.*

Question 11

(Analyzing)

Match each item in column A against the correct item in column B. Rewrite the correct matching pairs.

Column A	Column B
1. Green kabney without fringe	A. Gup
2. White stripe in the middle without fringe	B. Mangmi
3. Blue kabney without fringe	C. Drangpon
4. Red stripe in the middle with fringe	D. Dzungda
5. Large white stripe in the middle having fringes on both ends.	E. Dzunggrab
	F. Thrompon

Answer: *1 (E), 2 (D), 3 (F), 4 (E), 5 (A)*

Question 12

(Evaluating)

Women are equally good as men in administration work. Do you agree? Why?

Answer: *Yes, there is no difficult work to be done with the physical strength. All the works can be carried out with the mental ability in which women are equally good as men. Women are firm and strict in work. For example, many offices and institutes have lady leaders as an administrators.*

No, women are not equally good as men in an administration work because they are not able to get enough time to concentrate in their work as they need to divide their time between family and office.

Question 13

(Creating)

You are appointed as Dasho Dzungda of Gasa Dzungkhag recently. The expectation of the government from you is to bring a good administrative system in all round development of the Dzungkhag. What ways and means will you adopt to bring a good administrative development in the Dzungkhag?

Answer: open ended

5.3 DRUNGKHAG OFFICE

At the end of the lesson a student should be able to:

- 5.3.1 differentiate between a Dzongkhag and a Drungkhag,
- 5.3.2 state the reasons for having a Drungkhag office and
- 5.3.3 name the existing Drungkhags.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for the following statements.

- i. Wringla Dungkhag is in Mongar. (*True*)
- ii. The female Drungpa do not wear patang. (*True*)
- iii. The Dunkhag office is divided into many small units. (*False*)
- iv. All the works of a Dungkhag are done by the Drungpa alone. (*False*)

Question 2

(Remembering)

How many Dzongkhags have Drungkhags?

- A 15
- B 12
- C 11
- D 10

Answer: C 11

Question 3

(Remembering)

In which year was the Gakiling Drungkhag created?

- A 2003
- B 2008
- C 2010
- D 2015

Answer: B 2008

Question 4

(Remembering)

How many Drungkhags are there in Bhutan?

- A 205
- B 20
- C 15
- D 10

Answer: C 15

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Remembering)

Aum Dorji Choden, first lady Minister of Bhutan, is from.....

- A Thrimshing Drungkhag
- B Warmrong Drungkhag
- C Sakten Drungkhag
- D Sipsu Drunkhag

Answer: *A Thrimshing Drungkhag*

Question 6

(Remembering)

Which of the following Dzongkhag **DOES NOT** have a Drungkhag.

- A Chukha
- B Mongar
- C Thimphu
- D Paro

Answer: *D Paro*

Question 7

(Understanding)

Write **THREE** differences between a Drungpa and Dzongda.

Answer: The three differences between a Drungpa and Dzongda are:

Drungpa	Dzongda
a) Head of Drungkhag	a) Head of the Dzongkhag
b) Smaller area and less number people in his/her office	b) Larger area and more number of people in his/her office.
c) Wears white kabney with a red stripe in the middle and it has red stripes at both the sides' with fringes.	c) Wears red kabney with a white stripe in the middle and it has no fringe.

Question 8

(Understanding)

An office which is important for the larger dzongkhag has some villages that are far away from dzongkhag office. Which one of the following best fits the given statement?

- A Drungkhag
- B Dzongkhag
- C Thrimkhag
- D Thromdey

Answer: *A Drungkhag*

Question 9

(Understanding)

Which of the following Drungkhags are **CORRECTLY** matched with their Dzongkhags?

- A Dorokha → Haa
- B Sipsu → Sarpang
- C Wiringla → Dagana
- D Wamrong → Trashigang

Answer: *D Wamrong → Trashigang*

COMPETENCY BASED ASSESSMENT - 2015

Question 10

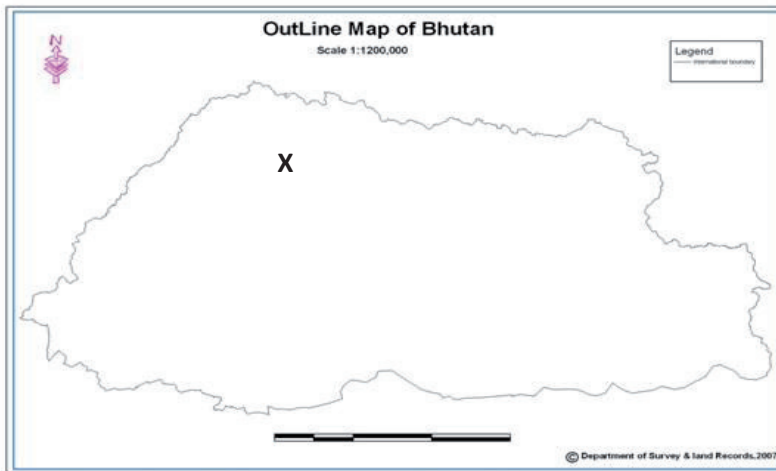
(Applying)

The judiciary officer in the Drungkhag is the

- A Drungthrim
- B Dzongrab
- C Dzongda
- D Drungpa

Answer: A *Drungthrim*

(This map is to be used question 11)



Question 11

(Applying)

Name the Drungkhag marked X in the above map.

- A Gakiling
- B Lhingzhi
- C Lhamoizingkha
- D Jomotshangkha

Answer: B *Lhingzhi*

Question 12

(Applying)

Ap Dorji and Aum Pem from Dorokha Drungkhag had some dispute regarding the land boundary. The official from the local government could not solve their problems. To take the matter to the higher authorities, it was expensive and difficult for them.

Which of the following offices can solve their problem?

- A Dzongkhag court
- B Supreme court
- C Drungkhag court
- D High court

Answer: C *Drungkhag court*

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Applying)

Fill in the blanks with correct words.

- i. A male Drungpa wears the same kabney and Patang as that of
- ii. Nganglam Drungkhag is in Dzongkhag.
- iii. The is the head of the Drungkhag.

Answer: i- Dzongrab / Drungthrim ii- Pema Gatshel iii- Drungpa

Question 14

(Applying)

Look at the following crossword puzzle and find out **THREE** Drungkhag officials.

D	T	S	H	O	G	P	A	G
R	O	M	U	P	R	U	U	U
U	T	A	A	P	N	P	H	P
N	P	N	B	O	R	P	L	S
G	Q	G	L	M	F	E	M	Q
P	S	M	O	L	F	L	G	X
A	N	I	Y	V	E	V	J	P

Answer:

- Gup
- Drungpa
- Mangmi
- Tshogpa

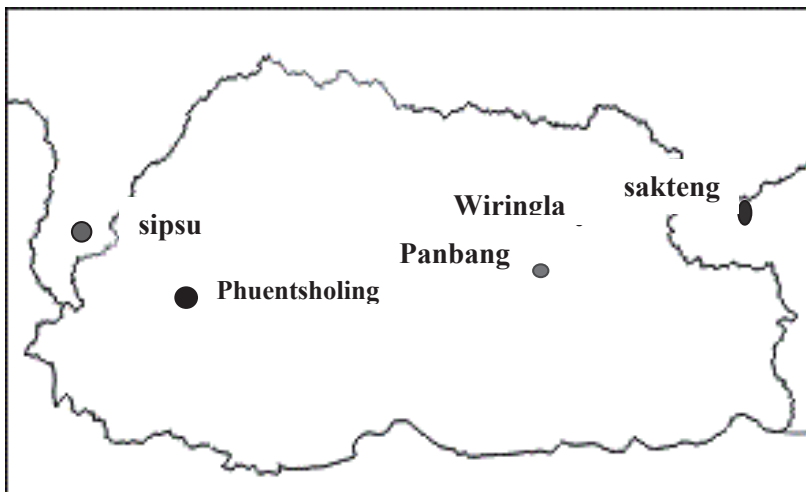
Question 15

(Applying)

Use the outline map of Bhutan to locate the following Drungkhags:

Answer:

- i. Sipsu
- ii. Phuentsholing
- iii. Pangbang
- iv. Waringla
- v. Sakteng

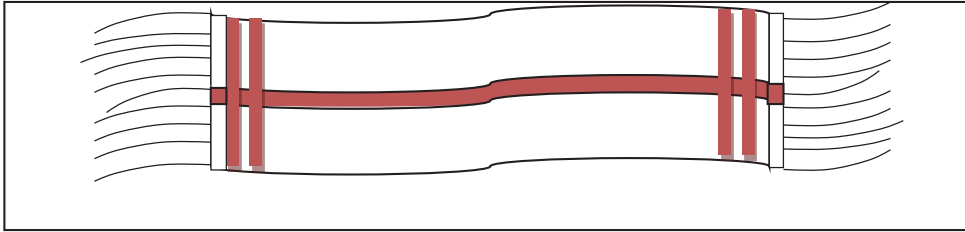


COMPETENCY BASED ASSESSMENT - 2015

(Applying)

Draw the kabney of a male Drungpa and colour it.

Answer:



Question 17

(Applying)

Which of the following Dzongkhags has the highest number of Drunkhags?

- A Zhemgang
- B Trashigang
- C Pemagatshel
- D Samdrup Jongkhar

Answer: B Trashigang

Question 18

(Analyzing)

Samdrup Jongkhar has two Drungkhags, while Trongsa has none. Why?

- A The size of Samdrup Jongkhar Dzongkhag is bigger than Trongsa
- B Samdrup Jongkhar Dzongkhag has lesser population than Trongsa.
- C Samdrup Jongkhar Dzongkhag is smaller than Trongsa.
- D Trongsa has fewer people than Samdrup Jongkhar.

Answer: A The size of Samdrup Jongkhar Dzongkhag is bigger than Trongsa.

5.4 THE GEWOG OFFICE

At the end of the lesson a student should be able to:

- 5.4.1 describe the role of Gewog Officials,
- 5.4.2 write the purpose of Gewog Tshogde,
- 5.4.3 state the importance of wearing Kabney,
- 5.4.4 draw the kabneys of different officials and
- 5.4.5 name the places of wearing a rachu and kabney.

Assessment items

Question 1

(Remembering)

Which one of the following is the third important office for the people in our country?

- A The Gewog office.
- B The Dzongkhag office.
- C The Drungkhag office.
- D Our government.

Answer: A *The Gewog office.*

Question 2

(Remembering)

The elected leader in-charge of the Gewog office in the absence of a Gup is _____.

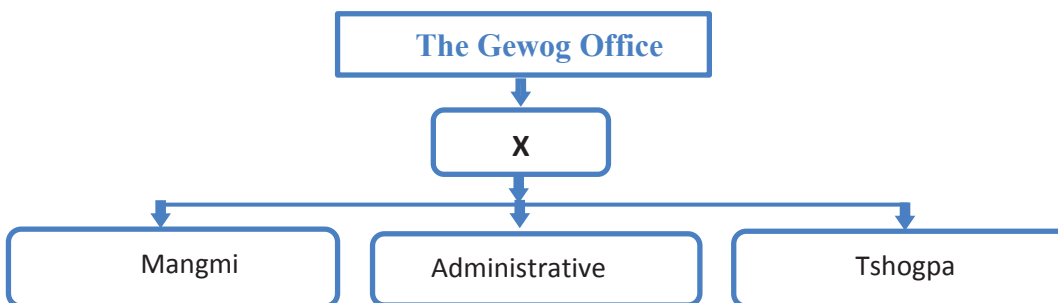
- A Gewog Administrative Officer
- B Tshogpa
- C Mangmi
- D Gewog Clerk

Answer: C *Mangmi*

Question 3

(Remembering)

(The diagram below is to be used with question no 3)



COMPETENCY BASED ASSESSMENT - 2015

The box label **X** in the above diagram is

- A Gup.
- B Clerk.
- C Drungpa.
- D Accountant.

Answer: *A Gup.*

Question 4

(Remembering)

There are twenty dzongkhags and _____ gewogs in our country.

- A 205 Gewogs
- B 206 Gewogs
- C 207 Gewogs
- D 208 Gewogs.

Answer: *A 205 Gewogs.*

Question 5

(Remembering)

The head of the Gewog office is the Gup. Who elects him/her?

- A The dzongkhag administration.
- B The Drungkhag administration.
- C The government.
- D The People.

Answer: *D The people.*

Question 6

(Remembering)

Which of the following elections is responsible for electing a Gup?

- A Thromde Election
- B National Council Election
- C National Assembly Election
- D Local Government Election

Answer: *D Local Government Election*

Question 7

(Remembering)

All of the following are the Gewog officials **EXCEPT** the

- A Gup
- B Accountant
- C Drungpa
- D Gewog Administrative Officer

Answer: *C Drungpa.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Remembering)

Study the picture given below and answer the following questions:



Source: <http://www.google.com/images/scarves>.

i. Name the picture shown above?

(Remembering)

Answer: *Rachu*

ii. Who wears a Rachu?

(Remembering)

Answer: *Women wear Rachus.*

iii. List the materials used to weave a rachu.

(Remembering)

Answer: *silk, cotton, yarn*

iv. Why should women wear a Rachu while visiting offices?

(Analyzing)

Answer:

- *It shows the identity of the country.*
- *It is a part of our culture, customs and traditions.*
- *It helps uphold the values and principles of Driglam Namzha.*

v. Name the places in Bhutan where people need to wear Kabney and Rachu. (Remembering)

Answer: *Dzongs, temples and lhakhangs and important offices.*

Question 9

(Remembering)

Write *TRUE* or *FALSE* against the statements given below:

1. A Mangmi is the head of the Gewog office. (*False*)
2. A gup is elected by the people of the dzongkhag. (*False*)
3. The first office in the village to solve any problems is the Gewog office. (*True*)
4. The head of the Gewog Tshogde is the Gewog administrative officer. (*False*)

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Understanding)

Explain the roles of Gewog Tshogde.

Answer:

- *Regulates safe drinking and water for irrigation.*
- *Enforces rules on public health and safety.*
- *Formulates five-year development plans.*

Question 10

(Understanding)

Describe the picture given below in your own words.



Answer:

- *It is the picture of Dzongkhag Tshogde.*
- *A gup is speaking his concerns.*
- *The picture shows the kabney of the gup, Bura Khamar.*

Question 11

(Understanding)

Explain the roles of the following Gewog officials.

- The clerk
- The Mangmi
- The accountant
- The Gewog Administrative Officer

Answer:

1. The Clerk	i. Ensures accurate record keeping of all documents.
2. The Mangmi	ii. Acts as an officiating gup in the Gewog.
3. The Accountant	iii. Keeps the record of Gewog budget expenditure.
4. The Gewog Administrative officer	iv. Advises and guides the GYT chairperson and GYT on national, sectoral plans, policies, priorities and programmes.

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Applying)

Fill in the blanks with the correct words.

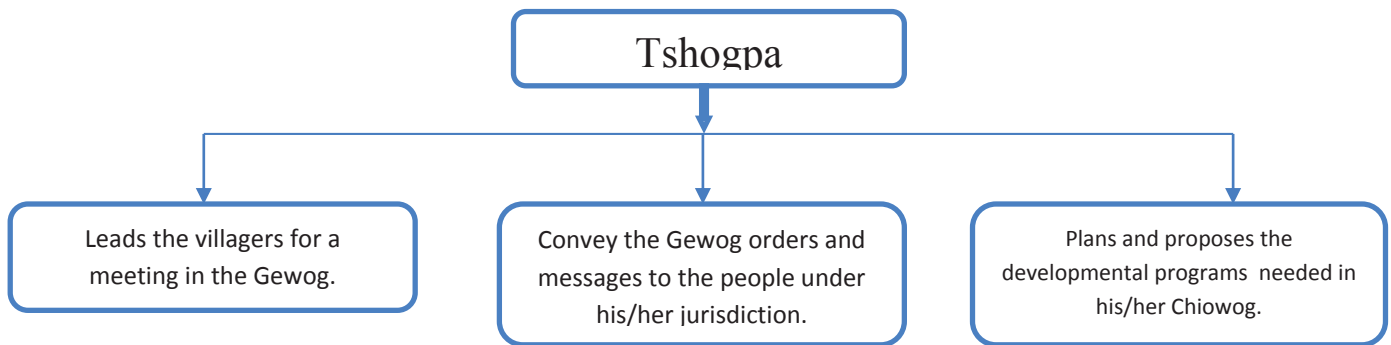
- i. The elected people in the Gewog are gup, mangmis and _____. (*Tshogpa*)
- ii. The _____ (*Gup*) wears a Bura Khamar made up of raw silk.
- iii. When there is no gup, the Gewog office is administered by _____. (*Mangmi*)

Question 13

(Applying)

Draw a flow chart to illustrate the responsibilities of a Tshogpa.

Answer



Question 14

(Analyzing)

Why is it important to have the Gewog office in the village? Give **THREE** reasons.

Answer: *it is important to have the Gewog office in the village to:*

- *provide the basic services to the people.*
- *coordinate and implement the developmental activities in the Gewog.*
- *hold meeting with the people and plan for Gewog developmental programmes.*
- *help the government and the dzongkhag in implementing the planned national programmes.*

Question 15

(Evaluating)

Wearing a kabney is very important for the Bhutanese. Do you agree? Give reasons for your answers.

Answer: *Yes, because it helps to uphold the values and principles of Driglam Namzha.*

No, because wearing kabney is an extra work.

COMPETENCY BASED ASSESSMENT - 2015

Question 16

(Creating)

“You are a teacher working happily in one of the schools in Bhutan. Of late, you have decided to contest for the post of a Gup”. Make a campaign manifesto to win the hearts of your people.

Answer:

- *I will propose and black top the Gewog centre road.*
- *I will propose for the up gradation of the existing school.*
- *I will give my best effort to make the gewog an ideal gewog.*
(Any other points of relevance)

Question 17

(Creating)

You are the gup working in one of the Gewog offices in Bhutan. As a gup, the most challenging task in the Gewog is lack of budget and acquiring private land for developmental activities. Make a plan on how you would solve the problem.

Answer:

- *Conduct meeting and come to a common understanding about developmental plans and projects.*
- *Explain to people the benefits of a new project to the community.*
- *Look for donors and work on building cooperation and making contributions.*
- *Maintain books of record , ensure transparency and accountability*

5.4 THE OFFICERS OF THE DZONGKHAG ADMINISTRATION

At the end of the lesson a student should be able to:

5.5.1 describe the roles of sector heads in the Dzongkhag Office.

Assessment items

Question 1

(Remembering)

All the following are roles of the Dzongkhag Education Officer **EXCEPT**:

- A looks after education at the dzongkhag level.
- B looks after health of people at the dzongkhag level.
- C plans number of schools needed at the dzongkhag level.
- D represents Dzongkhag Education at the national level.

Answer: *C looks after health of people at the Dzongkhag level.*

Question2

(Remembering)

Which of the following is **NOT** a Dzongkhag Officer?

- A Engineer
- B Foreign Minister
- C Health Officer
- D Planning Officer

Answer: *B Foreign Minister*

Question 3

(Understanding)

Write TRUE or FALSE for the following statements

- i. Dzongkhag Kidu Officer helps to construct schools. (*False*)
- ii. Dzongkhag Officers work under the guidance of Dzongda. (*True*)
- iii. All Dzongkhag Officers work for the benefit of people. (*True*)
- iv. All Dzongkhag Officers have the same responsibilities. (*False*)

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Applying)

Match each item in column A with the correct item in column B. Re write the correct matching pair.

Column A	Column B
a. Human Resource Officer	1. Keeps records of people in the Dzongkhag.
b. Dzongkhag Engineer	2. Checks and ensures that every child gets all important vaccination.
c. Dzongkhag Census Officer	3. Make sure that construction works are done as planned.
d. Dzongkhag Health Officer	4. Keeps record of all civil servants working in the Dzongkhag.
	5. Plan all developmental activities of a Dzongkhag.

- A a(4), b(3), c(5), d(1)
- B a(3), b(1), c(4), d(2)
- C a(4), b(3), c(1), d(2)
- D a(1), b(3), c(2), d(4)

Answer: C a (4), b (3), c (1), d (2)

Question 5

(Analyzing)

Which of the following roles would the Dzongkhag Agriculture Officer have?

- I. Teaches people how to make manure.
 - II. Helps to protect wild animals and birds.
 - III. Gives better seeds and seedlings to people.
 - IV. Takes care of forest and wild animals.
- A I and II
 - B I and III
 - C II and IV
 - D III and IV

Answer: B I and III

Question 6

(Applying)

Seldon helps people to take care of their animals. She also gives vaccination to animals when they are sick.

From the above statements we can conclude that Seldon is

- A an agriculture Officer
- B an accounts officer
- C a livestock Officer
- D a health Officer

Answer: C Livestock officer

COMPETENCY BASED ASSESSMENT - 2015

Question 7

(Applying)

Complete the table below.

Title	Role
Dzongkhag Agriculture Officer	
	Helps people take care of the animals when they fall sick.
Dzongkhag Forest Officer	
	Visits villages and checks that every child gets the vaccinations.

Answer:

Title	Role
<i>Dzongkhag Agriculture Officer</i>	<i>Helps people to grow crops in a better way.</i>
<i>Dzongkhag Livestock Officer</i>	<i>Helps people take care of the animals when they fall sick.</i>
<i>Dzongkhag Forest Officer</i>	<i>Looks after the forests, plants and trees.</i>
<i>Dzongkhag Health Officer</i>	<i>Visits villages and checks that every child gets the vaccinations.</i>

Question 8

(Evaluating)

Karma Wangyal comes to school from a very far away place called Gopeni. He has to walk three hours to the school every day. He is not regular to the school and his performance goes down. His parents come to school asking the school to request Dzongkhag Education Officer to find him a boarding school.

From the situation described above which of the following solutions will you choose as the Dzongkhag Education Officer?

- A Immediately put him in boarding school.
- B Tell his parents to reach him school on time every day.
- C Tell the school to look into his problem and report to the Dzongkhag.
- D Immediately find out his problems and arrange a school for him to continue his studies.

Answer: *D Immediately find out his problems and arrange a school for him to continue his studies.*

Question 9

(Creating)

Divide the children into six groups. Let each group pick up the title of any dzongkhag officers and present his or her responsibilities to the whole class through role play.

Answer: *A child from each group will play a role of the Dzongkhag Officers. They will also explain his/her roles and responsibilities. For example, I am Mr. Tashi. I am the Dzongkhag Forest Officer. I look after the forest. I give permission to cut wood, collect sand and stone for building houses.*

BLOCK SIX: OUR COUNTRY

6.1 OUR HOLIDAYS

At the end of the lesson a student should be able to:

- 6.1.1 define national holidays,
- 6.1.2 list down the various types of government national holidays using a calendar and
- 6.1.3 differentiate between the Bhutanese and the Western Calendar.

Assessment items

Question 1

(Remembering)

We celebrate our 5th King's birth day on

- A 11th November.
- B 17th December.
- C 21st February.
- D 2nd June.

Answer: C 21st February.

Question 2

(Remembering)

Write *TRUE* or *FALSE* against each statement.

- i. We use only Bhutanese calendar. (*False*)
- ii. Tshechu is celebrated in all the Dzongkhags. (*True*)
- iii. Dasain is celebrated by southern Bhutanese. (*True*)
- iv. Some government offices remain closed during national holidays. (*True*)

Question 3

(Remembering)

Every year, 1st November is marked as

- A national day.
- B constitution day.
- C blessed rainy day.
- D traditional day of offering.

Answer: B constitution day.

Question 4

(Remembering)

What do you understand by the term "National Holidays"?

Answer: National holidays are those days on which the government offices remain closed.

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

Which one of the following is **NOT** correctly matched?

- A Samtse → Dasain.
- B Haa → Lomba.
- C Mongar → Traditional day of offering.
- D Thimphu → Losar

Answer: D Thimphu → Losar

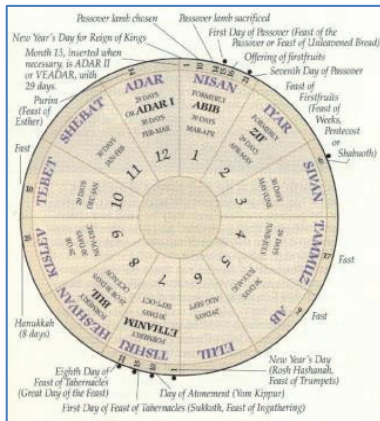
Question 6

(Understanding)

What type of calendar is used by people outside Bhutan?

Answer: Western calendar/ Christian calendar.

Sample



Question 7

(Applying)

List down the national holidays of our country by using the calendar.

Bhutan 2015 Holiday Calendar											
January Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			February Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			March Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			Holidays 21 Jan Traditional Day of Offering 19 Feb Losar 21 Feb Birthday of 5th King 28 Apr Zhabdrung Kuchoe 2 May Birthday of Third Druk Gyalpo 2 Jun Lord Buddha's Parinirvana 10 Jul Birthday of Guru Rinpoche 20 Jul Drukpa Tsechi 19 Sep Thimphu Drubchen 23 Sep Thimphu Tsechu 18 Oct Dashain 1 Nov Coronation of 5th Druk Gyalpo 11 Nov Birthday of 4th Druk Gyalpo 17 Dec National Day of Bhutan		
April Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			May Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			June Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30					
July Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			August Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			September Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30					
October Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			November Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			December Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31					

Answer: Given at the side of the calendar.

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Name a festival celebrated in your locality and write about it.

Answer: Sample



Example - Gomkora tsechu, under Trashiyangtse Dzongkhag.

Gomkora is 13 kms beyond Chazam on the road to Trashiyangtse is an extraordinarily picturesque temple, just beneath the road, surrounded by terraced rice fields. Guru Rinpoche meditated here and left a body print on the rock. It is a three-day festival, which is quite unique from other tsechu around Bhutan. Many pilgrims go around the large rock throughout the night during the festival.

Question 9

(Analyzing)

Why do you think the government gives holidays to the people?

Answer:

- *To remember about the great people.*
- *To preserve and promote the culture.*
- *To know the importance of the day.*
- *To celebrate important national events*

Question 10

(Analyzing)

Write **THREE** advantages and disadvantages of a tsechu.

Answer:

Advantages	Disadvantages
<ul style="list-style-type: none">▪ <i>We meet friends and family.</i>▪ <i>Believes in sins after death.</i>▪ <i>Opportunity to wear new clothes.</i>▪ <i>Promotes culture.</i>▪ <i>Attracts tourist.</i>▪ <i>We get holiday.</i>	<ul style="list-style-type: none">▪ <i>Burden for the family to buy new clothes.</i>▪ <i>High expenditures.</i>▪ <i>Makes the environment dirty.</i>▪ <i>Risk of losing valuable things.</i>▪ <i>Spreading of diseases.</i>

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Analyzing)

Differentiate between the Bhutanese and the western calendar.

Bhutanese Calendar	Western Calendar
<ul style="list-style-type: none"> ▪ <i>Bhutanese calendar is only use by the Bhutanese.</i> 	<ul style="list-style-type: none"> ▪ <i>Western calendar is use by most of people in the world.</i>

Question 12



A



B

1. Identify the pictures A and B given above.

(Applying)

Answer:

- *Zhabdrung Ngawang Namgyal.*
- *Guru Rinpoche.*

2. Name **ONE** holiday related to them.

(Analyzing)

Answer:

- *Zhabdrung Kuchoe.*
- *Birthday of Guru Rinpoche.*

3. Which **ONE** of this is more important to our country. Why? **(Evaluating)**

Answer:

Zhabdrung Nagwang Namgyal is important to our country because

- *he built many dzongs.*
- *he introduced unique identification of the country.*
- *he introduced the chhosi system.*
- *He made first law in Bhutan*

Guru Rinpoche is important to our country because

- *he subdued the evils and deities in our country.*
- *his teaching was widely spread.*
- *he made some places hol for pilgrims.*
- *he built temples and lhakhangs.*
- *He hid many treasure.*

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Evaluating)

“The tshechu is one of the festivals in Bhutan, which attracts lots of tourist to the country”.

Is it good to have tourist in our country? Why?

Answer:

It is good because:

- *it brings lots of foreign money to the country.*
- *creates job opportunity for the youth and local people.*
- *people improve water, sanitation facilities, roads and transportation.*
- *they learn about our custom and traditions.*
- *they see our beautiful land features, wild life and plants.*

It is bad because:

- *Bhutanese might adopt their culture.*
- *they bring things and litter our environment.*
- *they try to expose our culture to the outside world.*

Question 14

(Creating)

What will be the situation, if there were no holidays in our country?

Answer:

- *If there were no holiday's people would not know about the history.*
- *People would not know about the culture and tradition of a country.*
- *People would not know about the achievement of the great people.*

6.2 LIFE OF LORD BUDDHA

At the end of the lesson a student should be able to:

- 6.2.1 tell the meaning of Buddha,
- 6.2.2 narrate the key events of how Prince Siddhartha attained enlightenment,
- 6.2.3 write the teachings of Lord Buddha and
- 6.2.4 state the impact of the Buddha's teachings in our daily life.

Assessment Item

Question 1

(Remembering)

Name the state of India where Lord Buddha attained enlightenment

- A Bihar
- B Bengal
- C Kerela
- D Orissa

Answer: A Bihar

Question 2

(Remembering)

What does Buddha mean?

Answer: *Budhha means "Enlightened one".*

Question 3

(Remembering)

Siddhartha Gautama's mother passed away when he was..... days old.

- A 4
- B 5
- C 6
- D 7

Answer: D 7

Question 4

(Remembering)

Who gave Siddhartha the love and care of a mother after the death of queen Maha maya?

- A Channa
- B Yashodra
- C Sangamitra
- D Maha Pajapati

Answer: D Maha Pajapati

Question 5

(Remembering)

In which year was lord Buddha born?

- A 623 BC
- B 607 BC
- C 480 BC
- D 407 BC

Answer: A 623 BC

COMPETENCY BASED ASSESSMENT - 2015

Question 6

(Remembering)

The name of Prince Siddhartha's son was

- A Rahula
- B Yashodara
- C Maha Paja pati
- D Suddhodhana

Answer: *A Rahula*

Question 7

(Understanding)

Who was Siddhardha?

- A king
- B Prince
- C Geologist
- D Astronomer

Answer: *B Prince*

Question 8

(Understanding)

All the following are **TRUE** about Lord Buddha **EXCEPT**.

- A He was born in Lumbini in Nepal
- B He was not enlightenend.
- C He lived a simple life.
- D He saw the four sights.

Answer: *B He was not enlightenend.*

Question 9

(Understanding)

Use the given picture below to answer the question that follows.



Which of the following sight is not depicted in the above picture?

- A old age
- B sick
- C holy
- D dead

Answer: *A old age*

COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Applying)

Lord Buddha was born in about 623 BC. He married at the age of 16 and left his palace at the age of 29.

In which year did Lord Buddha leave the palace?

- A 607 BC
- B 594 BC
- C 588 BC
- D 543 BC

Answer: B 594 BC

Question 11

(Applying)

Look at the picture given below and name the four sights of Lord Buddha.



Answer:

- An old man
- A sick man
- A dead person
- A holy man

Question 12

(Analyzing)

From the eight fold paths which one do you like the most and why?

Answer: From the eight fold paths I like **right thought** because:

- we think good about others.
- right thought leads to right action.
- right thought leads to right speech.

From the eight fold paths I like **Right speech** because

- kind words will win the heart of others.
- it can never hurt others
- it can maintain good inter personal relationship.

COMPETENCY BASED ASSESSMENT - 2015

Question 13

(Evaluating)

When Lord Buddha saw the fourth sight, he decided to become a holy man. Do you think by being a holy man you can find answer like him and get enlightened ? Why?

Answer: *Yes, because:*

- *Lord Buddha was also a human being and yet he got enlightened.*
- *There are many other saints who were enlightened. Eg: Drubthop Dragay Shong*

No, because:

- *all the monks don't get enlightened.*
- *Some holy people does all the activities that are done by the ordinary people.*

Question 14

(Evaluating)

If you were Prince Siddhartha, will you leave your palace and family? Give reasons

Answer: *Yes, I will leave my palace, wife and son because*

- *to get enlightenment.*
- *Nothing lasts forever.*
- *to find truth and happiness in life.*
- *to experience the life of a celibacy.*

No, because I like

- *to be rich.*
- *to rule the kingdom*
- *to live a princely life..*
- *to get respect from the people.*

Question 15

(Creating)

What experiences do you think Prince Siddhartha might have gone through after his mother left the world? List any **THREE**.

Answer: *After her death, Siddhartha might have*

- *cried a lot.*
- *been a burden to his aunt and father.*
- *missed his mother.*
- *missed true love and care from the step mother.*

Question 16

(Evaluating)

Human beings can't survive without food and water even for few days. Can you believe that Lord Buddha had meditated without food and water for six years and still continued to live?

Write your opinion.

Answer: *Yes, because:*

- *It is there in the written script about how he got enlightened.*
- *there are evidences in many parts of India.*

No, because

- *human beings can't survive without food and water.*
- *It must be just a myth.*

6.3 LIFE OF GURU RINPOCHE

At the end of the lesson a student should be able to:

- 6.3.1 describe the early life of Guru Rinpoche,
- 6.3.2 explain the importance of Guru's visit to Bhutan and
- 6.3.3 locate Jampa lhakhang and Kurje Lhakhang on the outline map of Bhutan.

Assessment Items

Question 1

(Remembering)

Lord Buddha, when about to die prophesied the birth of Guru Rinpoche. The word 'prophesied' as used in the above statement means

- A a future prediction.
- B events that had happened in the past.
- C a divine message to the people.
- D a final word from Lord Buddha.

Answer: A a future prediction.

Question 2

(Remembering)

Guru Rinpoche is also called 'Pema Jungney' which means

- A an adopted son.
- B a great teacher.
- C born from the lotus
- D precious master.

Answer: C born from the lotus.

Question 3

(Remembering)

All of the following are true about Guru Rinpoche **EXCEPT**

- A was born from a lotus.
- B came to Bhutan in 476 AD.
- C adopted by the King Indrabuti.
- D meditated in various places in Bhutan.

Answer: B came to Bhutan in 476AD.

Question 4

(Remembering)

Fill in the blanks with correct words.

- i. Guru Rinpoche came to Bhutan in..... AD.(746)
- ii. The prophecy of the birth of Guru was made by..... (Lord Buddha)
- iii. Guru is also called as.....(Padma Sambhava/Pema Jungney)
- iv. The country of Ugyen lies in the valley in Pakistan. (Swat)

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

Describe the picture given below in your own words.



Answer:

- *It is the picture of Guru Rinpoche.*
- *The picture shows that Guru Rinpoche was born from a lotus.*

Question 6

(Understanding)

Describe the early life of Guru Rinpoche.

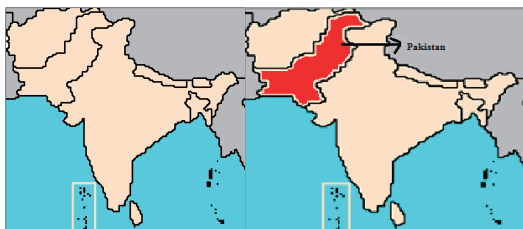
Answer:

- i. Guru was born from a lotus in Tsho Danakosha.*
- ii. He was adopted son of King Indrabuti.*
- iii. He married and led a luxurious life.*
- iv. He was not interested to become a king and left the country.*

Question 7

(Applying)

The map given below shows the SAARC countries. On the map locate and name the country where Guru Rinpoche was born?



Answer: *Pakistan.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Following are the places visited by Guru Rinpoche in Bhutan.

- i. *Taktshang.*
- ii. *Singye Dzong.*
- iii. *Kurje and Jampa lhakhang.*

Locate the Dzongkhags of the above places on the outline map of Bhutan given below:

Answer: *Taktsang in Paro, Singye Dzong in Lhuntse, Kurje and Jampa Lhakang in Bumthang.*



Question 9

(Analyzing)

Write *TRUE* or *FALSE* against the following statements:

1. Pema Jungney means born from the lotus. (*True*)
2. Guru Rinpoche introduced Buddhism in the world. (*False*)
3. The king of Ugyen adopted Padma Sambhava as his son. (*True*)
4. Padma Sambhava was so eager to become a king. (*False*)

Question 10

(Analyzing)

Why do you think Guru Rinpoche was not interested to become a King?

Answer: *Guru Rinpoche was not interested to become a king because he knew as a king, he will not be able to truly serve others and bring them spiritual benefit on a large scale.*

Question 11

(Analyzing)

What would be the status of religion in Bhutan if Guru Rinpoche had not brought Buddhism in Bhutan?

Answer: *If Guru Rinpoche had not brought Buddhism to Bhutan, then*

- *Bhutan might not have many holy sites as we have today.*
- *We would not have known him and practiced the teachings of Lord Buddha.*
- *Bhutanese would have continued to practice Bonism.*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Analyzing)

Guru Rinpoche is said to be immortal. Justify the statement.

Answer: *Guru Rinpoche is said to be immortal because:*

- *His far-reaching activities are continuing in modern times.*
- *He appeared and appears to living beings in a great number of ways.*

Question 13

(Evaluating)

The birth story of Guru Rinpoche has two versions/schools of thought. One says Guru Rinpoche was born from a bud of lotus while other one says he was born from a woman. Which schools of thought do you support? Give reasons.

Answer: *I support Guru Rinpoche having born from lotus because there are written records and worldly accepted truth.*

I support Guru Rinpoche having born from a woman because it is not possible for someone to be born from a flower without fertilization.

Question 14

(Evaluating)

Guru Rinpoche is an important historical figure in the history of Bhutan. Justify your answer.

Answer: *Guru Rinpoche is an important historical figure in the history of Bhutan because*

- *He brought and introduced Buddhism in our country.*
- *He meditated and many places became sacred.*
- *He helped in subduing evil spirits harming the people and hid many treasure.*

Question 15

(Creating)

What would have been the conditions of country Ugyen if Guru Rinpoche had become the King?

Answer:

- *The country would have been very peaceful. There would be happiness.*
- *King Indrabuti would have been very happy.*
- *happily married and led a luxurious royal life.*

(Any other relevant points)

Question 16

(Creating)

If you are Guru Rinpoche, what types of teachings will you teach to the people? Write any **THREE** points.

Answer: *I will teach the people*

- *not to steal.*
- *not to harm others.*
- *to truly serve and help others.*
- *to forgive and pardon truly for any wrong doings to oneself and others.*

6.4 LIFE OF ZHABDRUNG NGAWANG NAMGYEL

At the end of the lesson, a student should be able to:

- 1.4.1 write the reasons for Zhabdrung Ngawang Namgyel's arrival to Bhutan,
- 1.4.2 explain the importance of Zhabdrung Kuchoe,
- 1.4.3 make a historical timeline of Zhabdrung Ngawang Namgyel's life,
- 1.4.4 list down the contributions made by Zhabdrung Ngawang Namgyel to Bhutan,
- 1.4.5 locate the dzongs built by Zhabdrung Ngawang Namgyal on the outline map of Bhutan and
- 1.4.6 explain the importance of Dzongs in Bhutan.

Assessment Items

Question 1

(Remembering)

On the tenth day of the third month of the Bhutanese calendar we celebrate Zhabdrung Kuchoe. On that day Zhabdrung:

- A was born.
- B passed away.
- C came to Bhutan.
- D built the first dzong.

Answer: *C passed away.*

Question 2

(Remembering)

Write *TRUE* or *FALSE* against the statements given below.

- i. The first dzong that was built by Zhabdrung Ngawang Namgyal was Semtokha Dzong. *(True)*
- ii. Trongsa dzong was built by Zhabdrung Ngawang Namgyal. *(False)*
- iii. We have Zhabdrung Kuchoe to celebrate his birthday. *(False)*
- iv. Zhabdrung Ngawang Namgyal came to Bhutan in 1616. *(True)*

COMPETENCY BASED ASSESSMENT - 2015

Question 3

(Remembering)

Which of the following pictures shows the image of Zhabdrung Rinpoche?



1

2

3

4

- A 1
- B 3
- C 4
- D 2

Answer: D 2

Question 4

(Understanding)

The picture below shows people observing Zhabdrung Kucheoe. This is an event of:



- A Geog holiday
- B national holiday
- C community holiday
- D Dzongkhag holiday

Answer: B National holiday

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

All the following are reasons for Zhabdrung Ngawang Namgyal to come to Bhutan, **EXCEPT**:

- A the enemies tried to kill him.
- B he loved Bhutan more than Tibet.
- C he had powerful enemies in Tibet.
- D Bhutanese people welcomed and supported him.

Answer: *B he loved Bhutan more than Tibet*

Question 6

(Applying)

Read the passage below and fill in the blanks with appropriate words.

Zhabdrung Ngawang Namgyel was born in1..... in 1594. At the age of2....., he became the head of.....3..... monastery. When the enemies in Tibet tried to kill him, he came to Bhutan in the year.....4..... He unified the country and built many5.....

Answer: *1. Tibet 2. 12 3. Ralung 4. 1616 5. dzongs*

Question 7

(Applying)

Look at the pictures of dzongs given below. Which of the following dzongs were **NOT** built by Zhabdrung Ngawang Namgyal.



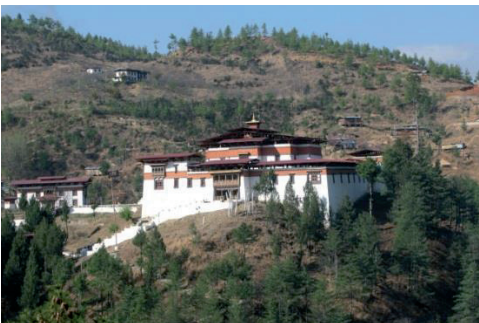
I



II



III



IV

- A I and IV
- B II and III
- C I and III
- D II and IV

Answer: *D II and IV*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Match the names of the dzongs with their respective dzongkhags.

- | | |
|------------------------------------|--------------------|
| 1. Sanga Zapden Dzong | A. Dagana |
| 2. Pungthang Dechen Phodrang Dzong | B. Paro |
| 3. Rinpung Dzong | C. Thimphu |
| 4. Trashiyangtse Dzong | D. Wangduephodrang |
| | E. Punakha |

Answer: 1(C), 2(E), 3(B), 4(A)

Question 9

(Applying)

You met a friend who knew that Zhabdrung was just a lama and nothing more. Write four important information that you would give to your friend about Zhabdrung?

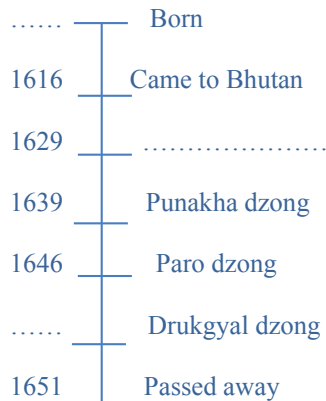
Answer:

- *He was the leader of our country.*
- *He unified our country into one.*
- *He made rules for our country.*
- *He made good culture and tradition for our country.*

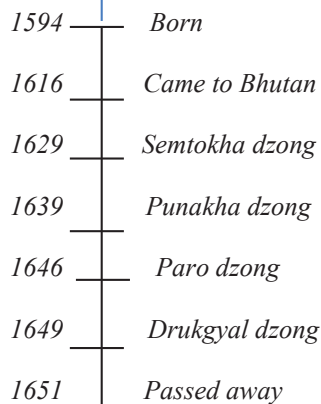
Question 10

(Applying)

Complete the given time line of Zhabdrung Ngawang Namgyal.



Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Applying)

Zhabdrung Ngawang Namgyal built many dzongs in Bhutan. List down **FOUR** raw materials used while building the dzongs.

Answer: *The four raw materials used to build the dzongs were mud, stone, timber and shingles.*

Question 12

(Analyzing)

Zhabdrung built many dzongs in our country. Which of the following are **TRUE** about dzongs?

- I. A place where Dzongkhag officers work.
 - II. Dzongs are built to make the Dzongkhag beautiful.
 - III. All the Ministers work in the dzong.
 - IV. A center to provide public services.
- A I and III
 - B III and IV
 - C I and IV
 - D II and III

Answer: *C I and IV*

Question 13

(Analyzing)

It was built in 1639 on a place shaped like a sleeping elephant. Sadly it was destroyed by fire on 24th June, 2013.

Which of the following dzong is described in the above statement?

- A Trashiyangtse
- B Pemagatshel
- C Samdrup Jongkhar
- D Wangduephodrang

Answer: *D Wangduephodrang*

Question 14

(Analyzing)

Why did Zhabdrung Ngawang Namgyal build Drukgyel Dzong?

Answer: *Zhabdrung Ngawang Namgyal built the Drukgyel Dzong to celebrate the victory over the Tibetans.*

Question 15

(Analyzing)

Many Bhutanese go to different holy places, offer butter lamps and prayers during Zhabdrung Kuchoe. Why do you think they do so? Give **TWO** reasons?

Answer: *People go to visit holy places on Zhabdrung kuchoe to receive blessing from him and to thank for his contributions to our country.*

COMPETENCY BASED ASSESSMENT - 2015

Question 16

(Analyzing)

Why did the enemies in Tibet try to kill Zhabdrung Ngawang Namgyal?

Answer: *The enemies in Tibet tried to kill Zhabdrung because in his youth Ngawang Namgyal was enthroned as the 18th Drukpa since he was incarnation of Kunkhyen Pema Karpo. Lhatsewa Ngawang Zangpo, an influential follower of Drukpa Pema Karpo. Gyalwang Pagsam Wangpo was considered as the Gyalwang Drukpa incarnation.*

Question 17

(Evaluating)

Did Bhutan benefit from Zhabdrung Ngawang Namgyal's decision to come to Bhutan? Give reasons for your answer.

Answer: *Yes, Zhabdrung Ngawang Namgyal unified our country and built many dzongs. He introduced Drukpa Kagyud which is now the state religion. **OR***

***NO,** he had not visited all the places and constructed the dzongs in all the dzongkhags. He came to seek refuge in our country.*

Question 18

(Creating)

In your opinion what might have happened if Zhabdrung Ngawang Namgyal did not come to Bhutan.

Answer: *Since there was no powerful ruler, our country might have had wars and problems.*

6.5 BHUTAN BEFORE 1907

At the end of the lesson a student should be able to:

- 6.5.1 outline the political situation in Bhutan before 1907,
- 6.5.2 explain the terms Penlop and Desi and
- 6.5.3 state the importance of 17th December in Bhutanese History.

Assessment items

Question 1

(Remembering)

Which of the following statement is **NOT** true?

- A Jigme Namgyal was a Desi.
- B Jigme Namgyal was a Penlop.
- C Jigme Namgayal was the first King.
- D Jigme Namgyal was the father of Gongsar Ugyen Wangchuk.

Answer: C *Jigme Namgyal was the first King.*

Question 2

In which year was Jigme Namgyal appointed as Desi?

(Remembering)

- A 1870
- B 1880
- C 1907
- D 1970

Answer: A *1870*

Question 3

(Remembering)

The ruler who stopped all the fighting and became the most powerful person was from

- A Paro
- B Lhuntse
- C Thimphu
- D Trashigang

Answer: B *Lhuntse*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

Write the importance of celebrating 17th December.

Answer: 17th December is our National day. It marks the coronation of Ugyen Wangchuk as the first king of Bhutan. Our country became united under the kings of Gongsar Ugyen Wangchuck

Question 5

(Understanding)

National Day is the day

- A Gongsar Ugyen Wangchuck became the King.
- B Jigme Namgyal became Penlop.
- C Ugyen Wangchuck became Penlop
- D Jigme Namgyal became Penlop.

Answer: A The day Gongsar Ugyen Wangchuk became the King.

The statement below is to be used with question 6.

“There was no peace in the country before 1907.”

Question 6

(Analyzing)

All the following are the reasons for the above statement **EXCEPT**.

- A There were many Desis and Penlops.
- B Different regions were ruled by regional ruler.
- C Desis and Penlops did not want kingship.
- D Desis and Penlops fought for more power and land.

Answer: C Desis and Penlops did not want kingship.

The pictures below are to be used with question 7.



COMPETENCY BASED ASSESSMENT - 2015

Question 7

(Analyzing)

Compare the pictures above and write **THREE** differences between past and present life in Bhutan.

Answer:

Past life	Present life
<ul style="list-style-type: none">▪ There was foot paths for people to travel from place to place.▪ People traveled on foot and on horses.▪ People carried the load on their backs.	<ul style="list-style-type: none">▪ Places are connected by motorable road.▪ People travel by aeroplanes and vehicles.▪ People do not have to carry the load.

Question 8

(Analyzing)

Write the Difference between Penlop and Desi.

Answer: Penlop looked after their districts where as Desi looked after the country as a whole.

The picture below is to be used with question 9.



Question 9

(Analyzing)

What important day of our country is derived from the event in the picture above?

- A Coronation day
- B Constitution day
- C Appointment of Je Khenpo
- D Birthday of the first King.

Answer: A Coronation day

Question 10

(Creating)

Imagine that you were one of the persons living before 1907. Write **TWO** difficulties that you would have faced during those days.

Answer:

- It was risky to live as there was lots of fighting and killing.
- It was difficult to travel as there was no transportation system.

6.6 KINGS OF BHUTAN

At the end of the lesson a student should be able to:

- 6.6.1 name the five kings of Bhutan,
- 6.6.2 qualities of Ugyen Wangchuck which made him the first king of Bhutan,
- 6.6.3 make a historical timeline of important events in the life of each king and
- 6.6.4 state the significance of the king in our country.

Assessment items

Question 1

(Remembering)

Write *TRUE* or *FALSE* for each of the following statements:

- i. Druk Gyalpo Jigme Wangchuck was born in 1909. (*False*)
- ii. Druk Gyalpo Jigme Dori Wangchuck married Ashi Kezang Choden. (*True*)
- iii. Druk Gyalpo Jigme Singye Wangchuck was crowned on June 2, 1974. (*True*)
- iv. Druk Gyalpo Jigme Khesar Namgyel Wangchuck began his early education in Ugyen Academy. (*False*)
- v. On December 17, 1907 the people of Bhutan appointed Ugyen Wangchuck as their 1st king of Bhutan. (*True*)

Question 2

(Remembering)

When was Druk Gyalpo Jigme Singye Wangchuck appointed as the chairperson of planning commission?

Answer: *Druk Gyalpo Jigme Singye Wangchuck was appointed as chairperson of the planning commission in the year 1971.*

Question 3

(Remembering)

Druk Gyalpo Jigme Khesar Namgyel Wangchuck was born on

- A February 20, 1980
- B February 21, 1980
- C March 20, 1980
- D March 21, 1980

Answer: *B February 21, 1980*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Remembering)

In which Dzongkhag is the National Memorial Chorten built?

- A Tsirang
- B Trongsa
- C Thimphu
- D Trashigang

Answer: C *Thimphu*

Question 5

(Remembering)

King Jigme Khesar Namgyel Wangchuck took charge of the kingdom as the 5th king on

- A December 14, 2006
- B November 1, 2008
- C December 1, 2008
- D October 13, 2011

Answer: A *December 14, 2006*

Question 6

(Remembering)

Which king of Bhutan is known as 'Father of Modern Bhutan'?

- A King Ugyen Wangchuck
- B King Jigme Dorji Wangchuck
- C King Jigme Singye Wangchuck
- D Jigme Khesar Namgyel Wangchuck

Answer: B *King Jigme Dorji Wangchuck*

Question 7

(Understanding)

Which of the following is in the correct order that took place during king Jigme Dorji Wangchuck's reign?

- i. Joined United Nations Organisation
 - ii. Established National Assembly
 - iii. Married Ashi Kezang Choden.
 - iv. Became third king of Bhutan.
- A I, II, III and IV
 - B III, IV, II and I
 - C IV, III, II and I
 - D II, I, III and IV

Answer: B *III, IV, II and I*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Understanding)

Which of the following is **NOT** an achievement of Druk Gyalpo Ugyen Wangchuck?

- A built temples and monasteries
- B freed serfs and gave them land.
- C opened modern schools
- D started trade with India

Answer: B *freed serfs and gave them land.*

Question 9

(Understanding)

All of the following are true regarding the Indo-Bhutan Treaty **EXCEPT**

- A it was revised in 2007.
- B treaty was signed in 1949.
- C it was signed between Bhutan and India.
- D it was signed during the reign of first king.

Answer: D *it was signed during the reign of first king.*

Use the timeline of king Jigme Wangchuck to answer **Question no 10**.



Question 10

(Applying)

Which of the following event is missing in the above box **X**?

- A reduced tax and woola.
- B became second Druk Gyalpo.
- C opened schools and hospitals.
- D married Ashi Phuntsho Choden.

Answer: B *became second Druk Gyalpo.*

COMPETENCY BASED ASSESSMENT - 2015

Question 11

(Applying)

Druk Gyalpo Jigme Singye Wangchuck was born on 11th November, 1955. What animal year was 1955?

- A Female sheep year.
- B Male monkey year.
- C Male horse year.
- D Female ox year.

Answer: *A Female sheep year.*

Question 12

(Remembering)

Druk Gyalpo Jigme Singye Wangchuck was born in

- A Thruempang palace in Trongsa.
- B Samtenling palace in Thimphu.
- C Dechencholing palace in Thimphu.
- D Wangdicholing palace in Bumthang.

Answer: *C Dechencholing palace in Thimphu.*

Question 13

(Applying)

How old was King Jigme Wangchuck when he was enthroned as 2nd king of Bhutan?

- A 26 years
- B 24 years
- C 23 years
- D 21 years

Answer: *D 21 years*

Question 14

(Remembering)

Druk Gyalpo Ugyen Wangchuck ruled Bhutan foryears.

- A 17
- B 18
- C 19
- D 20

Answer: *C 19*

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Applying)

Fill in the blanks with correct words.

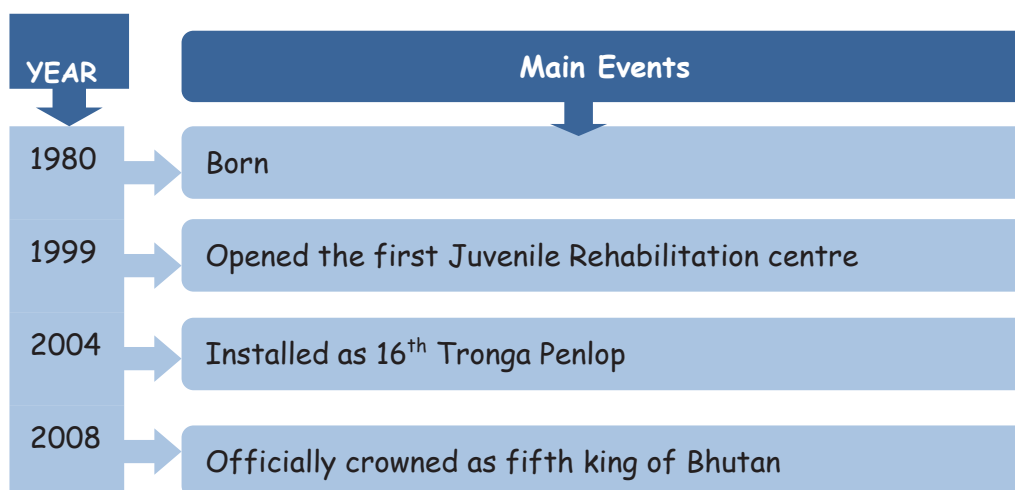
- i. The first King Ugyen Wangchuck was born in (**1862**)
- ii. Druk Gyalpo Jigme Wangchuck passed away in(**1926**)
- iii. Druk Gyalpo Jigme Dorji Wangchuck made Bhutan a member of the united (**Nations**)
- iv. Coronation day of 4th king Jigme Khesar Namgyel Wangchuck is also celebrated asday. (**Social Forestry**).

Question 16

(Applying)

Construct a timeline to show at least **Four** important events during the reign of 5th King Jigme Khesar Namgyel Wangchuck.

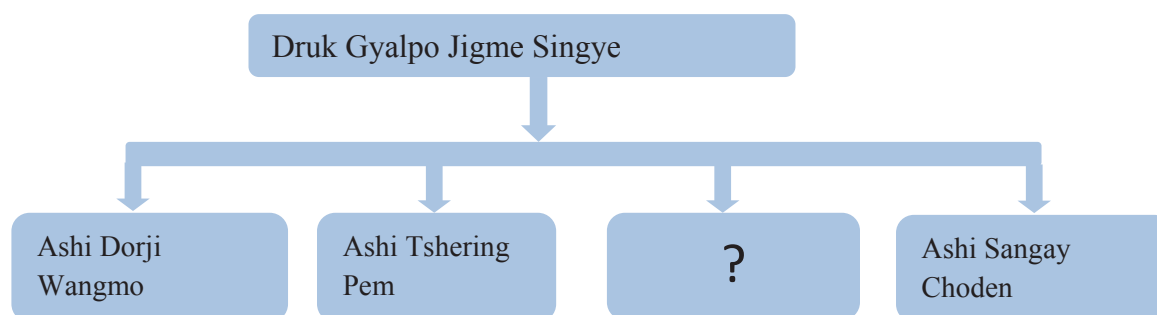
Answer:



Question 17

(Applying)

Fill in the empty space below with the name of the appropriate Ashi missing in the chart.



- A Ashi Dechen Wangmo Wangchuck.
- B Ashi Sonam Dechen Wangchuck.
- C Ashi Tshering Yangden Wangchuck.
- D Ashi chimi Yangzom Wangchuck.

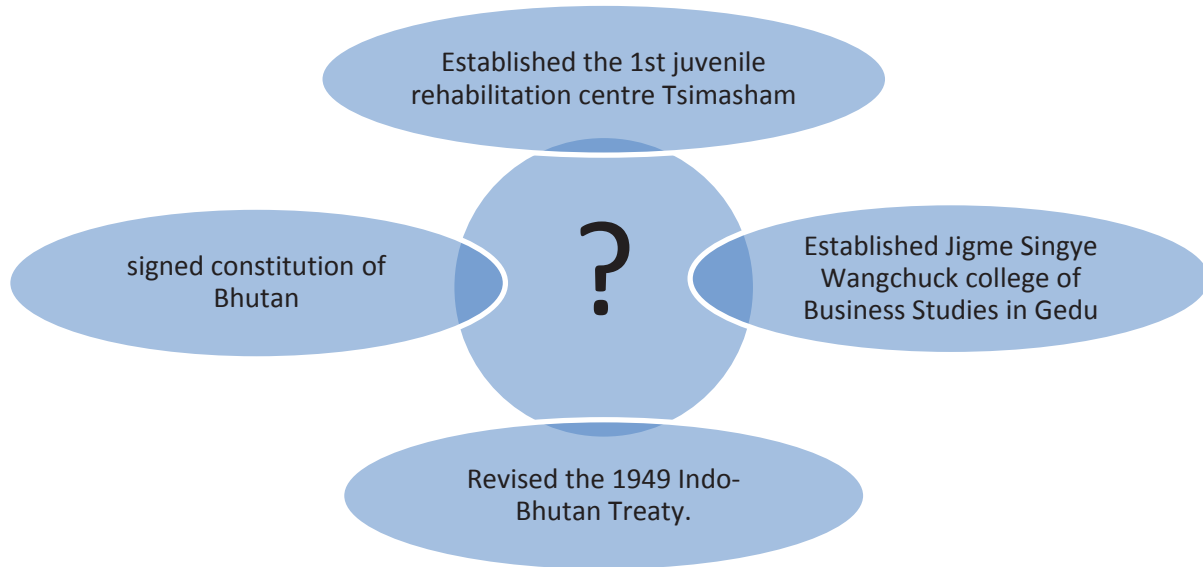
Answer: C Ashi Tshering Yangden Wangchuck.

COMPETENCY BASED ASSESSMENT - 2015

Question 18

(Applying)

The given diagram below shows some of the important contributions made by one of our kings.



The above great contributions were made by

- A King Jigme Khesar Namgyel Wangchuck.
- B King Jigme Singye Wangchuuck.
- C King Jigme Dorji Wangchuk.
- D King Jigme Wangchuck.

Answer: A *King Jigme Khesar Namgyel Wangchuck.*

The given picture below shows some of the special works done by one of our kings.



COMPETENCY BASED ASSESSMENT - 2015

Question 19

(Applying)

The picture best describes the reforms of.....

- A King Jigme Khesar Namgyel Wangchuck
- B King Jigme Singye Namgyel Wangchuck
- C King Jigme Dorji Wangchuck
- D King Jigme Wangchuck

Answer: C *king Jigme Dorji Wangchuck*

Question 20

(Applying)

King Jigme Dorji Wangchuck was born in 1928 and married Ashi Kezang Choden in 1952. How old was he, when he got married?

Answer: *He was 24 years old when he got married.*

Question 21

(Applying)

Give **THREE** evidences to prove Druk Gyalpo Jigme Dorji Wangchuck as the ‘Father of Modern Bhutan.’

Answer: *Druk Gyalpo Jigme Dorji Wangchuck proved to be the Father of Modern Bhutan because:*

- *he made friends with many countries.*
- *joined international organization, example, UN and*
- *joined Colombo plan.*
- *Brought about a lot of development.*

Question 22

(Analyzing)

The given statement below is to be used with Questions no 23.

He ruled our country for 20 years and he died at a very early age of 44. He freed all the serfs and gave them land.

Which king is described in the above statement?

Answer: *The king described in the above statement is the third Druk Gyalpo Jigme Dorji Wangchuck.*

Question 23

(Analyzing)

We celebrate 17th December as the National day of Bhutan because Bhutan

- A became independent on that day.
- B got their first king.
- C was freed from Choesi system.
- D became parliamentary democratic monarchy.

Answer: *B Bhutan got its first king.*

COMPETENCY BASED ASSESSMENT - 2015

Question 24

(Analyzing)

Druk Gyalpo Ugyen Wangchuck is believed to be strong and wise. Which of the following statement does not support the above statement?

- A He was afraid of his enemies.
- B He opened the first school in Bhutan.
- C He made close friendship with India.
- D He brought peace and happiness in our country.

Answer: *A He was afraid of his enemies*

Question 25

(Analyzing)

Match the names of each king against his achievements.

King	Achievements
A. King Ugyen Wangchuck	I. Introduced air transport
B. King Jigme Wangchuck	II. Juvenile Rehabilitation centre
C. King Jigme Dorji Wangchuck	III. Opened first modern school in Bhutan
D. King Jigme Singye Wangchuck	IV. Joined UNO
E. King Jigme Khesar Namgyal Wangchuck	V. Joined Indo-Bhutan Treaty in 1949

Answer: *A (III), B (V), C (IV), D (I), E (II)*

Read the extract of a speech below and answer Question 27 and 28.

"Throughout my reign I will never rule you as a King. I will protect you as a parent, care for you as a brother and serve you as a son. I shall give you everything and keep nothing; I shall live such a life as a good human being that you may find it worthy to serve as an example for your children; I have no personal goals other than to fulfill your hopes and aspirations. I shall always serve you, day and night, in the spirit of kindness, justice and equality."

Question 26

(Remembering)

Who made the above speech?

Answer: *The above speech was made by His Majesty the 5th king.*

Question 27

(Applying)

From the statements above, we can conclude that the king is

- A kind
- B A hero
- C compassionate
- D A peoples' king

Answer: *A peoples' king.*

Desis and Penlops ruled different regions of Bhutan till 1907. They fought against each other for power and land. In those days Bhutan was not peaceful.

COMPETENCY BASED ASSESSMENT - 2015

Question 28

(Evaluating)

From the above passage we can conclude that Bhutan

- A did not have a strong and powerful ruler.
- B had a strong and powerful ruler.
- C had well trained soldiers.
- D was a peaceful country.

Answer: *A did not have a strong and powerful ruler.*

Question 29

(Analyzing)

Gongsar Ugyen Wangchuck was made the first king of Bhutan because he was:

- A a well trained leader.
- B young and handsome.
- C a very brave and clever leader.
- D the only son of Jigme Namgyel.

Answer: *B a very brave and clever leader*

Question 30

(Creating)

What would have happened in Bhutan, if Druk Gyalpo Ugyen Wangchuck was not enthroned as the 1st king of Bhutan?

Answer: *If Druk Gyalpo Ugyen Wangchuck was not enthroned as the 1st king of Bhutan:*

- *there would have been many leaders in our country. Each region or Dzongkhag would have leader.*
- *there would be no peace and happiness*
- *there would be no different relation with other countries.*
- *our country would be remained under- developed.*
- *There would have civil wars.*
- *our country would have been under other powerful countries.*

Question 31

(Creating)

National Memorial Chorten was built in the memory of late Druk Gyalpo Jigme Dorji Wangchuck. What could be the reasons for building the chorten in Thimphu?

Answer: *National Memorial Chorten was built in Thimphu because:*

- *it is the capital of Bhutan.*
- *People will circumambulate the chorten and his sins would be cleansed.*
- *it is the most populous dzongkhag and there will be many people to remember him.*

6.7 DASSAIN

At the end of the lesson a student should be able to:

- 6.7.1 narrate the story of *Ramayana* in relation to Dasain and
- 6.7.2 describe how Dasain is celebrated.

Assessment items

Question 1

(Remembering)

Define Dassain.

Answer: *Dasain is a festival celebrated by both Hindus and Buddhists in honour of goddess Durga.*

Question 2

(Remembering)

Write *TRUE* or *FALSE* against the following sentences.

- i. Bharata was very selfish. (*False*)
- ii. Ravana was the king of demons. (*True*)
- iii. Ram was a prince who was kind and gentle. (*True*)
- iv. The prince met Hanuman with the help of monkeys. (*False*)
- v. The festival of Dasain is celebrated to mark Ravana's victory over Ram. (*False*)

Question 3

(Remembering)

All of the following are true about Dassain **EXCEPT**

- A Ram defeated Ravana.
- B Ravana was kind and gentle.
- C Ram's wife Sita was stolen.
- D Lord Ram won over Ravana.

Answer: *B Ravana was kind and gentle.*

Question 4

(Remembering)

For how many years was Rama in exile from his kingdom?

- A 12 years
- B 13 years
- C 14 years
- D 15 years

Answer: *C 14 years*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Remembering)

Hanuman	Fighter	Ravana	Unkind	Ram
---------	---------	--------	--------	-----

Choose the correct word from the box above and fill in the blanks.

- i. Sita was the wife of..... (Ram)
- ii. Ravana was very bad and (unkind)
- iii. Ram with the help of Hanuman killed.....(Ravana)
- iv. The prince was a good archer and a brave.....(Fighter)
- v. The king of monkey, is considered very special. (Hanuman)

Question 6

(Understanding)

Describe the picture given below in relation to Dasain.



Answer:

- *It is the picture of Ravana.*
- *The above picture shows that Ravana had many heads.*

Question 7

(Understanding)

Given below is an extract from the story Ramayana. Read the passage and answer the questions.

The Ramayana is one of the two great Indian epics, the other being the Mahabharata. The Ramayana tells about life in India around 1000 BC and offers models in dharma. The hero, Ram, lived his whole life by the rules of dharma; in fact, that was why Indians consider him heroic. When Ram was a young boy, he was the perfect son. Later he was an ideal husband to his faithful wife, Sita, and a responsible ruler of Ayodhya.

Source: <http://www.mythome.org/RamaSummary.html>

What moral lesson can we learn from the above story? Write any **THREE**.

Answer:

- i. *Not accepting any body coming in unjust way.*
- ii. *To sincerely listen and obey the orders of the elders.*
- iii. *Divinely love transcend all barriers of caste and creed.*
- iv. *The uselessness of being influenced by dubious attractions.*

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Understanding)

Identify the following characters from the story *Ramayana*.



- A Lord Ram and Goddess Sita.
- B Lord Ravana and Goddess Sita.
- C Hanuman and Goddess Sita.
- D Lakshmana and Sita.

Answer: A Lord Ram and Goddess Sita.

Question 9

(Applying)

Ravana, the king of demons stole Sita, the beautiful wife of Lord Ram and took to his palace in Sri Lanka. Locate the country Sri Lanka on the map given below.

Answer:



COMPETENCY BASED ASSESSMENT - 2015

Question 10

(Analyzing)

Why do you think Dassain is identified as one of the national holidays in Bhutan?

Answer: *Dasain is celebrated to:*

- *glorify the triumph of good over evil.*
- *pay respect and homage to Lord Ram.*
- *Dasain commemorates the great victory of the gods over the wicked demons.*

Question 11

(Analyzing)

Match each item in column A with the correct item in column B. Re write the correct matching pairs.

Column A	Column B
1. Ramayana	a could make himself small or big.
2. Ravana	b was a beautiful wife of Ram.
3. Sita	c was kind and gentle prince.
4. Hanuman	d was a demon with ten heads.
	e is a festival.

Answer: 1(c), 2(d), 3(b), 4(a)

Question 12

(Evaluating)

Without the help of Hanuman, Lord Ram would not have got back his wife. Support the statement with **THREE** reasons.

Answer: *Lord Ram would not have got back his wife without the support of Hanuman because he:*

- *was god Shiva in disguise.*
- *possessed great intellect, knowledge and wisdom.*
- *had miraculous power and strength.*

Question 13

(Evaluating)

Which character of Ramayana do you like the most? Why? Give **ONE** reason.

Answer: *I like :*

- *Sita, because she proves to be an exemplary wife to all the women.*
- *Rama because he is an obedient and determined son as he refused to go against his father's command.*
- *Bharata because he was selfless as he placed his brother's sandals on the throne as symbols of his authority and ruled the kingdom only as regent in his place.*
- *Hanuman because he helped Ram with his magical powers.*
- *Dasaratha because he kept his word to his wife and ordered Ram's banishment and crowned Bharata as the king.*

COMPETENCY BASED ASSESSMENT - 2015

Question 14

(Creating)

You are Lord Ram. Write a letter to Hanuman thanking him for helping you get back Sita.

Answer:

- *Please accept my heartfelt gratitude for you.*
- *It is because of your help that I could get back my wife on time.*
- *I know how hard and torturing it was for you.*
- *Therefore, I really appreciate the sacrifice you made for us.*

(children will write letters with reasonable points following the letter writing format).

Question 15

(Creating)

If you were Lord Ram, what would you do to get back your wife?

Answer: *To get back my wife I would:*

- *Make an excellent friendship with Ravana and*
- *Request Ravana whole heartedly to give back my wife.*

To punish Ravana, I would:

- *invoke the deities and let disaster occur in Ravana's palace.*
- *organize a party for Ravana whereby in the process I will run with Sita.*

Question 16

(Creating)

What would have happened if Hanuman was not there to help Lord Ram? Mention any **TWO** points of your own.

Answer:

- *Sri Lanka would have been ruled by the demons.*
- *Lord Ram would not have got back his wife.*
- *Lord Ram would have been killed by the demons of Ravana.*
- *People would not have been able to glorify good over evils.*

6.8 OUR NATIONAL ANTHEM

At the end of the lesson a student should be able to:

- 6.8.1 tell the meaning of Gyalpoi Tenzhug/National Anthem and
- 6.8.2 state the importance of the National Anthem.

Assessment items

Question 1

(Remembering)

When was the National Anthem introduced in Bhutan?

- A 1951
- B 1952
- C 1953
- D 1954

Answer: C 1953

Question 2

(Remembering)

Who composed our national anthem?

- A Dasho Aku Trongmi.
- B Dasho Lam Sangha.
- C Dasho Sonam Kinga.
- D Dasho Thinley Dorji.

Answer: D Dasho Thinley Dorji.

Question 3

(Remembering)

The Dzongkha term for national anthem is

- A chungdra
- B gawai Luzhe
- C gyalpoi tenzhug
- D gyalpoi Zhabten

Answer: C gyalpo tenzhung

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

It is a song in praise of our country. We sing this song every morning in all schools.

The song described in the above statements is

- A national anthem
- B jamyang soeldep
- C gyalpoi zhabten
- D drug gi gyalkhab.

Answer: *A national anthem*

Question 5

(Applying)

“May the people shine like the sun of peace and happiness.”

Explain the above extract in your own words.

Answer: *Let peace and happiness shine on people of Bhutan*

Question 6

(Applying)

We should not sing our National Anthem anywhere we like. List **TWO** places where you can sing.

- *School*
- *Formal celebration.*

Question 7

(Applying)

Write down three things that you need to keep in mind while singing our national anthem?

- *Stand still.*
- *Pray for the wellbeing of our king, country and people.*
- *Sing properly.*

Question 8

(Applying)

Match the items in column A with the correct items in column B. Rewrite the correct matching pairs.

English	Dzongkha
Happiness	གཙོ་སྤོལ་ལྗོངས་ཤིང་
King	དགའ་ལྷོད
Cypress	རྒྱལ་ཁབ
Dragon	རྒྱལ་པོ
	འབྲུག

Answer: *Happiness (གཙོ་སྤོལ་ལྗོངས་ཤིང་), King (རྒྱལ་པོ), Cypress(གཙོ་སྤོལ་ལྗོངས་ཤིང་), Dragon(འབྲུག)*

COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Applying)

Which of the following statements best describes the picture in relation to the National Anthem?



- A The king of Druk.
- B The religion of Druk
- C The kingdom of Druk.
- D The monastic and civil traditions of Druk.

Answer: *A The king of Druk.*

Question 10

(Applying)

Complete each sentence below with the correct word.

- i. All the..... have their own National Anthem. (**countries**)
- ii. The Kingdom of Druk, where cypresses grow. Cypress is a (**tree**)
- iii. The National Anthem is a to praise the country. (**song**)

Question 11

(Creating)

If the National Anthem is a song in praise of a country, make your own school anthem in praise of your school?

Answer: (Sample)

*Lovely school, Lovely school
Our lovely school, our happy school
In this happy school all are welcome.
Teachers help us and teach us
Friends love us and play
Our school is our home filled with loving people.
A place of values.
A place of hopes.
A place of inspirations.
May God bless our school.*

6.9 OUR NATIONAL FLAG

At the end of the lesson a student should be able to:

- 6.9.1 describe our National Flag and
- 6.9.2 explain the significance of our National Flag.

Assessment items

Question 1

(Remembering)

The yellow colour on the National Flag of Bhutan indicates

- A power of the king.
- B power of the people.
- C power of the country.
- D power of the religious practice.

Answer: *A power of King.*

Question 2

(Remembering)

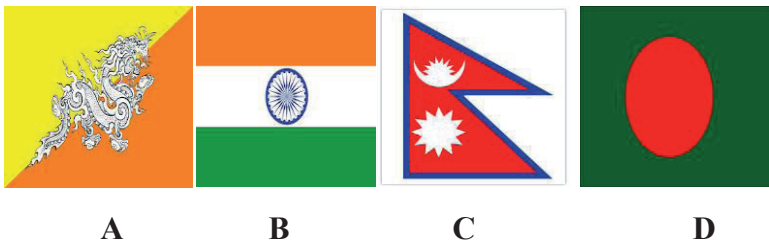
What does National Flag symbolize?

Answer: *The National Flag symbolize Nation's independence.*

Question 3

(Understanding)

Identify the National Flag of Nepal from the pictures given below.



Answer: *C*

Question 4

(Understanding)

Flag printed with yellow and orange colours is the National Flag of

- A Nepal.
- B India.
- C Bhutan.
- D China.

Answer: *C national flag of Bhutan.*

COMPETENCY BASED ASSESSMENT - 2015

Question 5

(Understanding)

The dragon on the national flag signifies

- A people and country.
- B unity and freedom.
- C people and religion.
- D purity and loyalty.

Answer: D purity and loyalty

Question 6

(Applying)

What is the standard ratio of length to width of our national flag?

- A 4:2
- B 3:3
- C 3:2
- D 2:3

Answer: C 3: 2

Question 7

(Applying)

Fill in the blanks.

The people respect their flag because it is the symbol of _____.

Answer: nation.

Question 8

(Applying)

Draw flags of SAARC countries and name them.

SAMPLE



COMPETENCY BASED ASSESSMENT - 2015

Question 9

(Analyzing)

Explain the significance of our national flag.

Answer: *The significance of national flag is*

- *the identification of the country.*
- *the symbol for a country's history and ideals.*

Question 10

(Analyzing)

What uniqueness do you see on the flag of Bhutan?

Answer: *The uniqueness that we see on the flag of Bhutan is wingless white dragon holding jewels in its claws.*

Question 11

(Creating)

If you are given an opportunity to design a national flag of Bhutan, what colour would you choose? State your opinion.

6.10 OUR NATIONAL DRESS

At the end of the lesson a student should be able to:

- 6.10.1 describe our national dress. (*content*)
- 6.10.2 list down the raw materials used in making *gho and kira*. (*content*)
- 6.10.3 explain the importance of wearing our national dress. (*value*)(*items to include covering other countries national dress*)

Assessment items

Question 1

(*Remembering*)

Our national dresses are

- A gho and kira
- B kira and tego
- C gho and lagay
- D kira and wongju

Answer: A *gho and kira*

Question 2

(*Remembering*)

Bhutan import ready- made ghos and kiras from

- A Bangladesh
- B Thailand
- C India
- D Nepal

Answer: C *India*

Question 3

(*Remembering*)

The ankle –length dress which is made up of bright coloured fabric with traditional patterns is called

- A kera
- B kira
- C pant
- D skirt

Answer: B *kira*

COMPETENCY BASED ASSESSMENT - 2015

Question 4

(Understanding)

A gho is a knee -length dress worn by Bhutanese men tied around a waist by a kera. Identify the country which has knee -length national dress for men like in Bhutan.

- A Nepal
- B India
- C China
- D Scotland

Answer: D Scotland

Question 5

(Understanding)

Which of the following raw materials would be most appropriate for weaving a Kishuthara?

- A Thread, silk and loom
- B Loom, silk and thread
- C Loom, thread and wool
- D Thread, wool and bamboo

Answer: B Loom, silk and thread

Question 6

(Understanding)

Which of the following statement is **NOT TRUE** with regard to our National Dress?

- A Different coloured threads are used for making ghos and kiras.
- B Different patterns of ghos and kiras are woven in Bhutan.
- C Bhutanese wear only imported ghos and kiras.
- D Gho and kira are our national dress.

Answer: C Bhutanese wear only imported ghos and kiras.

Question 7

(Applying)

Match column A against column B

Column A	Column B
A. Kabney	I. Women
B. Rachu	II. Baby
C. Gho	III. Monk
D. Wonju	IV. Men

Answer: A (IV), B(I), C(III), D(II)

COMPETENCY BASED ASSESSMENT - 2015

Question 8

(Applying)

Draw a picture of our National Dress and describe it in **FOUR** sentences.

Answer:

Gho



Kira

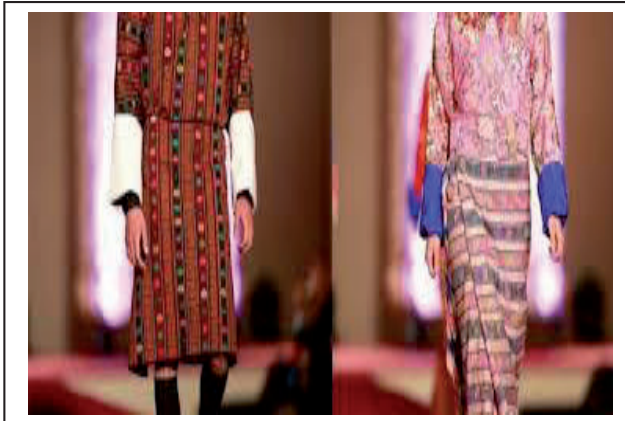


- National dress of Bhutan is gho and kira.
- Men wear ghos and women wear kiras.
- All people of Bhutan wear ghos and kiras when they go to office.
- We wear beautiful expensive dresses during special occasion.

Question 9

(Applying)

Picture A



Picture B



Using the picture given above and write **FOUR** differences between Picture A and Picture B.

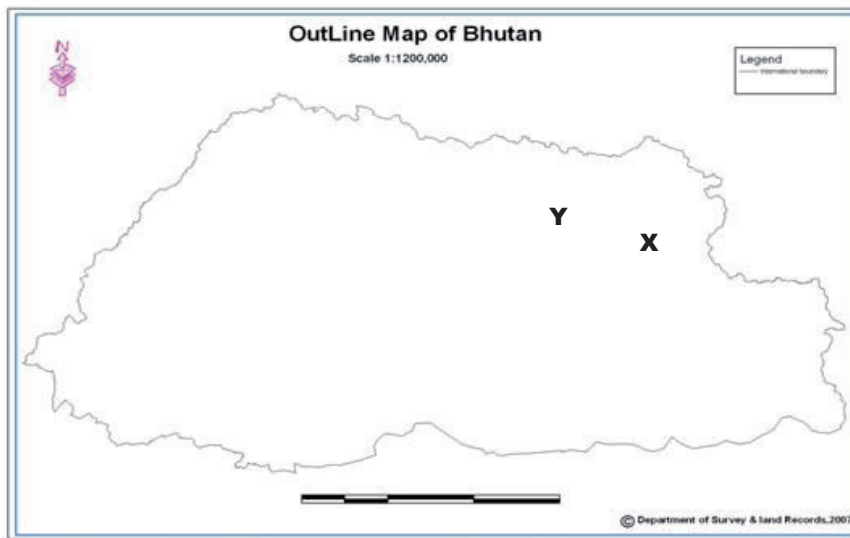
COMPETENCY BASED ASSESSMENT - 2015

Answer: Three differences between picture **A** and **B** are:

Picture A	Picture B
1. <i>It is expensive</i>	1. <i>It is cheap</i>
2. <i>Unique and colourful</i>	2. <i>It is not colourful</i>
3. <i>It depicts the original pattern of a hand woven cloth.</i>	3. <i>It is plain without beautiful patterns.</i>
4. <i>It is worn during Festivals.</i>	4. <i>It is worn on casual days.</i>

Question 10

(Applying)

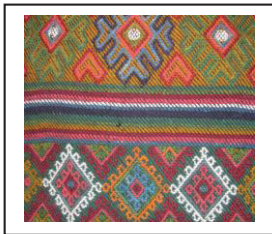


Question 11

(Applying)

Which of the following cloth is woven by people of the Dzongkhag marked Y in the map?

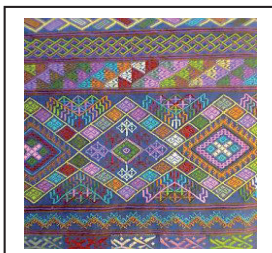
A



B



C



D



Answer: A *Yathra*

COMPETENCY BASED ASSESSMENT - 2015

Question 12

(Applying)

Look at the picture given below and identify the pattern.



- A Napshem
- B Aie kapor
- C Ngosham
- D Lungsem

Answer: D Lungsem

Question 13

(Analyzing)

Why is it important to wear our Gho and kira while visiting the dzong?

Answer: *It is important to wear gho and kira while visiting the dzong because:*

- *it is our national dress*
- *it is our custom*
- *to preserve our culture*
- *to pay respect to our national flag, statue, lamas and officials.*

Question 14

(Analyzing)

Why do you prefer western dresses over Bhutanese dress? Give **THREE** reasons.

Answer: *We prefer wearing western dresses over Bhutanese dress because:*

- *Western dresses are designed as per the fashion whereas Bhutanese focus on traditional designs.*
- *Western dresses are comfortable to wear.*
- *Western dresses are used worldwide whereas Bhutanese dresses are worn only in Bhutan.*

COMPETENCY BASED ASSESSMENT - 2015

Question 15

(Analyzing)

Wearing of Kira by Bhutanese women is same as

- A wearing of baju kurung by Chinese women
- B wearing of kimono by Japanese women.
- C wearing of scarf by Dutch women.
- D wearing of jeans by Indian women.

Answer: B wearing of kimono by Japanese women.

Question 16

(Applying)



Identify the type of loom shown in the above picture.

- A Pangtha
- B Machine
- C loom
- D Thruetha

Answer: D Thruetha

Question 17

(Analyzing)

Write **TWO** differences between gho and kira.

Answer: Two differences between gho and kira are:

Gho	Kira
1. Gho is worn by men.	1. Kira is worn by women.
2. Gho is the largest rope.	2. It is the ankle-length dress.
3. Material used for gho is more than kira.	3. Material used for kira is less .

COMPETENCY BASED ASSESSMENT - 2015

Question 18

(Analyzing)

Why hand-woven national dresses are very expensive?

Answer: *Hand-woven national dresses are very expensive because:*

- *we import raw materials.*
- *it is time consuming.*
- *it is a high quality product.*
- *it has unique patterns*
- *it requires skilled workers.*
- *it is expensive threads are used to weave the clothes*

Question 19

(Analyzing)

Divide your class into two groups and let them debate on the given topics.

- a Advantages of wearing full kira.
- b Advantages of wearing half kira.

Answer:

Advantages of wearing full kira	Advantages of wearing half kira
1. <i>No need to carry hand bag.</i>	1. <i>It comfortable to wear.</i>
2. <i>Depicts the culture and tradition of our country.</i>	2. <i>It is easier to wear.</i>
3. <i>It keeps us warm doing cold season.</i>	3. <i>It is cheaper</i>
	4. <i>Keep us cool during warm season.</i>

Question 20

(Evaluating)

“Wearing half kira is **NOT** in -line with our culture”. Do you agree?

Answer: Yes, I agree because when women wear half kira, they do not use koma and kera which is part of our national dress. OR

No, I do not agree because it is also a kira which has the features like full kira.

Question 21

(Evaluating)

Is it necessary to wear beautiful ghos and kiras during special occasions? Why?

Answer: Yes, it is necessary to wear beautiful ghos and kiras during special occasions because

- *it is the time when we meet different people.*
- *it is only time to exhibit our antique items*
- *according to the Buddhist belief it is said that our dresses would also be blessed. OR*

No, it is not necessary to wear beautiful ghos and kiras during special occasion because

- *even without the beautiful dresses we can attend the celebrations.*
- *I have seen people wearing simple dresses during occasions.*

COMPETENCY BASED ASSESSMENT - 2015

Question 22

(Evaluating)

Bhutanese wear beautiful kiras and ghos **only** during tshechu. Do you agree? Support your answer with two points.

Answer: *Yes, I agree with the above statement because:*

- *many people gather during tshechus.*
- *it is one of the occasions where Bhutanese can exhibit their beautiful dresses.*
- *it is our custom.*

No, I don't agree with the above statement because:

- *people wear beautiful ghos and kiras even during National day and marriage party.*
- *People wear beautiful ghos and kiras when they visit other countries.*

Question 23

(Evaluating)

February 15, is celebrated as "National flag of Canada Day". You as a student in university of New Brunswick, Canada. What dress would you wear on that day? Why?

Answer: *I would wear my national day because*

- *I love my national dress.*
- *I want to show to the outside world that our dress is unique and beautiful.*
- *I want to introduce my country to the rest of the world. **OR***

I would wear the Canadian dress because

- *It is their day.*
- *It is an opportunity for me to wear Canadian dress.*

Question 24

(Creating)

You are an elderly citizen of Bhutan, How would you make the youth to appreciate our national dress?

Answer: *As an elderly citizen of Bhutan, I would make the youth to appreciate our national dress by*

- *explaining the role of our national dress during civil war and Tibetan invasion.*
- *Showing the examples of foreigners wearing our dress.*

Question 25

(Creating)

If you were the Prime minister of Bhutan, what type of laws would you make to stop our youths from wearing the western dress?

Answer: *If I were the Prime minister of Bhutan, the laws that I would like to make to stop them from wearing the western dress are:*

- *reduce the import of western dress.*
- *charge high import tax on western clothes.*
- *Make it compulsory to wear national dress in all the public places.*
- *Reduce the number of garment shops.*

COMPETENCY BASED ASSESSMENT - 2015

Question 26

(Creating)

Visit a tailoring shop and collect some left over materials and try to make any of the following national dress. : (Gho, kira, kera, tego, rachu, kabney)

Answer: (*Gho, kira, kera, tego, rachu, kabney*)

Question 27

(Creating)

What would have happened in Bhutan, if Bhutan did not have national dress? Give opinion about it.

Answer: *If Bhutan did not have national dress:*

- *different dresses would have been adopted by different people in different regions.*
- *different patterns of ghos and kiras would not have prevailed.*
- *pants and shirts would have been adopted as our national dress.*
- *hand woven clothes of Bhutan would not have been known to the by world.*

