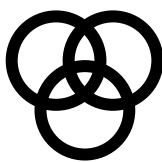


Name:

Register Number:

Class:



南橋中學

**NAN CHIAU HIGH SCHOOL**

**END-OF-YEAR EXAMINATION 2023  
SECONDARY TWO EXPRESS**

For Marker's Use

Parent's Signature:

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**ENGLISH LANGUAGE**

Paper 1 Writing

**26 September 2023, Tuesday**

**1 hour 20 minutes**

**Candidates answer on the Question Paper**

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**READ THESE INSTRUCTIONS FIRST**

Write your name, register number and class in the spaces at the top of this paper

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction tape/fluid.

Do not leave a line except between paragraphs.

This contains the questions and question paper for **Section B**.

This paper consists of **6** printed pages including the cover page.

**Section B** [30 marks]

You are advised to write between 250 and 400 words on one of the following topics.

**Questions 1-4**

- 1** Describe the preparations you made for a family celebration. How did the event go?
- 2** 'It is hard to change the opinions of others.' Is this true of your own experiences?
- 3** Do you think that teenagers in Singapore should do more to learn how to cook? Why or why not?
- 4** Write about a time when you encountered an animal that you had not seen before. Did you enjoy the encounter? Why or why not?

Please write your chosen question number (**1, 2, 3** or **4**) here: .....

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**[Turn over]**

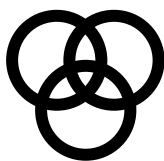








Name: \_\_\_\_\_ Register Number: \_\_\_\_\_ Class: \_\_\_\_\_



南橋中學

**NAN CHIAU HIGH SCHOOL**  
**END-OF-YEAR EXAMINATION 2023**  
**SECONDARY TWO EXPRESS**

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**ENGLISH LANGUAGE**

**1184/02**

**Paper 2 Comprehension**  
**INSERT**

**5 October 2023, Thursday**

**1 hour 15 minutes**

**Candidates answer in the Question Booklet.**

**READ THESE INSTRUCTIONS FIRST**

This Insert contains Text 1, Text 2 and Text 3.

This paper consists of **6** printed pages including this cover page.

**Section A**

## Text 1

Study the infographic below about how light pollution is affecting our world, and answer Questions 1-4 in the Question Booklet.



## Section B



## Text 2

*The text below describes the effects of the sweltering heat on the villagers. Read it carefully and answer Questions 5-13 in the Question Booklet.*

- 1 It had persisted for more than a month. The earth choked under the heat of the sun. A panting lizard crawled painfully over the rock in search of a shady crevice. The heat grew more intense and oppressive each day, stifling all living things. The village seemed to be covered with an invisible blanket of fire, with rain as the only saviour.
  
- 2 The landscape ahead shivered and quivered in the heat. Each day the farmers anxiously scanned the sky only to notice that even the ghostly wisps of cloud were being drained off it. Their hearts were filled with a foreboding which showed itself in the grim expression on their faces. Their crops in the paddy had not been gathered in and were slowly shriveling up in the fields. 5
  
- 3 Some of the villagers had made futile countless attempts to dig for water. Neither above the earth nor under it was water to be seen. Water supply was found in only two tanks. But now even this supply had run low and they had been informed that there was to be no more water for their cattle. Although the villagers' hope was running thin, they toiled and dug endlessly for hours under the sweltering heat. It was as if they were trying to bury the sheer anxiety that was creeping within them with each dig. 10 15
  
- 4 There was, however, one other tank that could provide the cattle with water for some time, and that was the private tank of Vela Mudaliar. But he had refused to let the villagers water their cattle from his tank. They offered to pay for it. They even resorted to threats. But Mudaliar was stubborn in his refusal. He saw in their present plight a chance to enrich himself. He countered their demands with an offer. He said he was prepared to buy their cattle for a price that was appallingly low. When the farmers rejected his unscrupulous offer, he pointed out that if they preferred to hand over their dead cattle to the tanner's knife, they were at a liberty to do so. After holding out a while, the farmers gave in to Mudaliar. That is, everyone except old Kathar. He would not give up Achi, his cattle. 20
  
- 5 Old Kathar was ill with a slight fever. He lay on a mat outside his hut under the shade of the jutting palm-roof. Though past fifty, he still looked strong. By some freak of heredity, he had escaped the cruel lot that fell to farmers of his age, and this fact had engendered in him a conviction of his own superiority and unquenchable strength. Ever since he could remember, his life had been dedicated to the task of retaining the land that had belonged to his fathers and he had done this relentlessly. When he was gone, his two sons Rasu and Suriar would carry on. 25 30
  
- 6 "Suriar, why don't we sell Achi to Mudaliar? It is of no use keeping him back and watching him die. At least he will not die of thirst if we sell him," Kathar said weakly.
  
- 7 Rasu nodded his head in agreement. "Father is right, Suriar. It would do nobody any good to let Achi die. Poor Achi! He cannot even tell us of his sufferings." 35
  
- 8 Suriar looked at them both, his lips parted and quivering. "What are you both saying! Have you no pride? Fine, fine. Sell Achi to a rogue and admit we are beaten! A very nice sight it will be when we crawl back to smug Mudaliar."

9 “But Suriar, our pride would have been saved if we had sold Achi to Mudaliar long ago without any fuss,” said the old man quietly.

40

10 “Don’t you both understand what I mean? Father, it is time for us to stand up to people like Mudaliar. We should show that we poor folks are not the slaves of Mudaliar’s wishes.” Suriar shivered as a torrent of emotions filled his being.

11 “Suriar, you have seen how Achi is suffering. He’s a dumb creature, Suriar. You have no right to torture him so. If he dies, the sin will be upon our own heads,” Kathar replied.

45

12 “All right, Father. Do as you wish. After all, it’s your bull.”

13 Suriar turned on his heels and walked out of the room. Wrapping a shawl around his head, he walked out of the house. The earth was a merciless furnace under his feet, and the blinding glare of the sun hurt his eyes.

Adapted from the short story *Drought* by S.Rajaratnam

## Section C

### Text 3

*The text below discusses boredom in children. Read the text carefully and answer Questions 14 – 22 in the Question Booklet.*

- 1 I have a few particularly vivid memories of my childhood: The smell of the grill, the rattle of the cicadas – and the feeling of being bored out of my mind.
- 2 While I had a relatively regimented schedule, there were weeks when my parents, who both worked, had not filled my schedule with much of anything, and they didn't care about whether I felt sufficiently engaged. That has been on my mind as my own sons make their way through the summer with a hodgepodge of camps and grandparent time that is breathtakingly expensive and yet feels insufficient in terms of actual childcare or stimulation. 5
- 3 I am hardly alone in feeling like it is my parental duty to stuff their days full of activities and learning opportunities. 10
- 4 A study cited in a 2018 New York Times article found that regardless of education, income or race, parents believed children who are bored should be enrolled in extracurricular activities. As Erin Westgate, an assistant professor of psychology at the University of Florida, explained it to me, there is a kind of stigma attached to boredom. 15
- 5 Only boring people get bored, the saying goes.
- 6 But the reality is that boredom is "normal, natural and healthy," said Dr Westgate, whose research focuses on why people experience boredom and what happens when they do. Though she cautioned that there has been little research exploring boredom in children, Dr Westgate believes that in moderate doses, boredom can be valuable and meaningful. 20
- Boredom is informative and part of growing up**
- 7 Boredom is an emotion, said Dr Westgate, who likened it to an indicator light on a car's dashboard: "Boredom is telling you that what you're doing right now isn't working." Usually that means the task you are doing is too easy or too difficult, she said, or that it lacks meaning. 25
- 8 One way parents can help is to work with children, especially young ones, on developing greater emotional awareness. For instance, you can help them distinguish between feeling sad or bored. Young children often say "I'm bored" when they are lonely or want attention. So it can help to ask if they are looking for companionship or comfort. 30
- 9 Also, do what you can to normalise the feeling. We tend to treat boredom as a sign of distress, or a sort of call for help. It is uncomfortable, but it's not necessarily negative.
- Boredom can lead to fulfilment**
- 10 Boredom offers children an opportunity to experiment with the kinds of pursuits that feel fulfilling and interesting to them. For example, if you let your kids loose in the backyard, they may feel bored initially. But they can learn to prevent that feeling, or resolve it, by finding activities that feel meaningful to them, whether that is playing with a ball or drawing. If parents do not allow for free, imaginative play, children may never discover their innate love of sports or art, or even the pleasure they can find in simply relaxing or playing. 35  
40

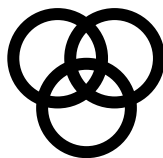
- 11 Being able to identify and develop those sources of meaning is a critical skill to have lifelong.

### **Breaking the spell**

- 12 Parents sometimes fear boredom, and the havoc it can wreak around the house. Parents also often feel pressure to play with young children every time the children are feeling bored. But that can keep children from learning how capable they are of stepping into their imaginations. Free time carves out room for discovery. Some researchers recommend looking at your child's weekly schedule and asking: "Is there something we can take away, and just call it 'quiet downtime'?" 45
- 13 But parents should not expect kids to instinctively know what might feel meaningful to them. Instead, parents should remind their children of things they are interested in. It's the difference between leaving the child in a room with absolutely nothing to do versus bringing them into a room that has books and puzzles – things that would be meaningful to your kid – and that would be a good fit for them. Research has shown that without positive outlets, people can be more inclined to engage in harmful behaviours. 50  
55
- 14 Kids aged 5 and under need a specific menu of "boredom busters", or questions like: "Do you want to play with Legos? Do you want to go outside?" With slightly older children, you might say something like, "Take a walk around the house and come up with three ideas and get back to me." Once kids shift from a state of boredom to positive action, it opens up creativity and problem solving skills. 60
- 15 Phones and devices require little effort so children, and even adults, often turn to them to soothe feelings of boredom. With children, it makes complete sense that they ask for screens when they're bored, but that doesn't mean, obviously, that is what's best for them in that situation.
- 16 So, parents, just let your kids get bored. Help them learn how to shift from a state of boredom to positive action. 65

Adapted from 'Here's why parents should let kids get bored – it's good for them' by Catherine Pearson

Name: \_\_\_\_\_ Register Number: \_\_\_\_\_ Class: \_\_\_\_\_



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**END-OF-YEAR EXAMINATION 2023**  
**SECONDARY TWO EXPRESS**

For Marker's Use

Parent's Signature: \_\_\_\_\_

<b>ENGLISH LANGUAGE</b>		<b>1184/02</b>
Paper 2 Comprehension QUESTION BOOKLET		<b>5 October 2023, Thursday</b> <b>1 hour 15 minutes</b>
Additional materials: Insert		

**READ THESE INSTRUCTIONS FIRST**

Write your name, class and index number on the work you hand in.  
Write in dark blue or black ink.  
Do **not** use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer all questions.  
Write your answers in the spaces provided in the Question Booklet.  
You are reminded of the need for good English and clear presentation in your answer.  
The Insert contains the texts for all the sections.

The number of marks is given in brackets [ ] at the end of each question or part question.

<b>For Examiner's Use</b>	
<b>Section A</b>	
<b>Section B</b>	
<b>Section C</b>	
<b>Total</b>	

**Section A [5 marks]****Refer to Text 1 on page 2 of the Insert for Questions 1–4.**

1. According to the infographic, what is the chief cause of light pollution?

.....  
 .....

.....[1]

2. In the rectangle with four bulbs, 'Japan' has been inscribed on the biggest lightbulb. What is a possible reason?

.....  
 .....

.....[1]

3. What are two disruptions caused by using a great amount of artificial lights?

(a)

.....  
 [1]

(b)

.....  
 [1]

4. Which is the writer's intended message to the audience?

Tick (✓) your answer in one of the following boxes.

The stars will disappear if we keep using artificial lights.

People prefer to see a bleak, dark grey sky.

If you want to see the stars at night in Hong Kong, you cannot find them.

Use well-designed lights to reduce light pollution.  
[1]

### Section B [15 marks]

**Refer to Text 2 on pages 3 and 4 of the Insert for Questions 5–13.**

5. In Paragraph 1, it was mentioned that the drought had persisted for more than a month. Give 2 details from **Paragraph 1** to show how the weather had caused nature to suffer.

From Paragraph 1:

Detail ..... 1:

.....

.....

...

Detail 2: .....

.....

[2]

6. In Paragraph 2, we are told that 'the farmers anxiously scanned the sky only to notice that even the ghostly wisps of cloud were being drained off it' (lines 5–7).

Identify a word or phrase from the sentence above that corresponds with each of the following:

Description of word/ phrase	Word/ Phrase from passage
in an unnatural form	
observed repeatedly	

[1]

7. In **your own words**, explain why the farmers had a 'grim expression on their faces'? (lines 7-8)

.....[1]

8

From Paragraph 3, 'Although the villagers' hope was running thin, they toiled and dug endlessly for hours under the sweltering heat.' (lines 13–14)

- (i) Provide **one** reason to explain why the villagers were busy digging.

.....[1]

- (ii) What is your impression of the villagers?

.....[1]

9. From Paragraph 4, provide two details to show that Mudaliar is an opportunistic and obstinate man.

Characteristic	Detail
opportunistic	[1]
obstinate	[1]

10. From paragraph 4, why did the farmers finally agree to Mudaliar's unreasonable offer?



.....  
 .....

.....  
 ..... [1]

11. How was Kathar different from other farmers of his age in Paragraph 5?

.....  
 .....

.....  
 .....[1]

12. From Paragraphs 10 and 11, both Kathar and Suriar have differing opinion towards selling their cattle. What is their reason?

Each person's view	Reason
Kathar wants to sell the cattle	[1]
Suriar does not want to sell the cattle	[1]

13. The structure of the text reflects how the villagers felt and acted during a season of drought. Complete the flow chart by choosing one clause from the box to summarise their feelings and actions. Refer to the examples in the table. There is an extra answer in the box you do not need to use.

### The villagers' feelings and actions

They were suffering from drought.

They tried to focus on their work.

They were resigned to their fate.

They were desperate to find water.

They were very anxious about the bad weather.

Paragraphs	Feelings
1	<b>They were suffering from drought.</b>
2	
3	
4	

[3]

### Section C [15 marks]

Refer to Text 3 on pages 5 – 6 for Questions 14 – 22.

14. How does the writer convey the vividness of his childhood memories through the phrase 'the smell of the grill, the rattle of the cicadas' (lines 1–2)?

.....  
 ..... [1]

15. Identify a word in Paragraph 2 that has the same meaning as 'strictly organised and controlled'.

..... [1]

16. What are two pieces of information the writer gives in Paragraphs 4 and 6 to assure readers of Dr Erin Westgate's credibility?

(i) .....  
 .....  
 (ii) .....  
 ..... [2]

17. It is mentioned that 'there is a kind of stigma attached to boredom' (lines 14–15). What is the stigma attached to boredom?

.....  
 ..... [1]

18. **In your own words**, explain the negative impact of leaving a child in a room 'with absolutely nothing to do' (lines 51–52).

.....  
 ..... [1]

19. In Paragraph 14, the writer recommends how parents should speak to children to shift them from a state of boredom to positive action.

Based on what parents say to children aged 5 and under and to older children, what do you think is the first positive action expected from them respectively?

Age of children	Positive action expected
5 and under	
Older	

[2]

20. The writer cautions that 'Phones and devices require little effort so children, and even adults, often turn to them to soothe feelings of boredom' (lines 61–62).

Why does the writer use the word 'even' in this sentence?

.....

.....

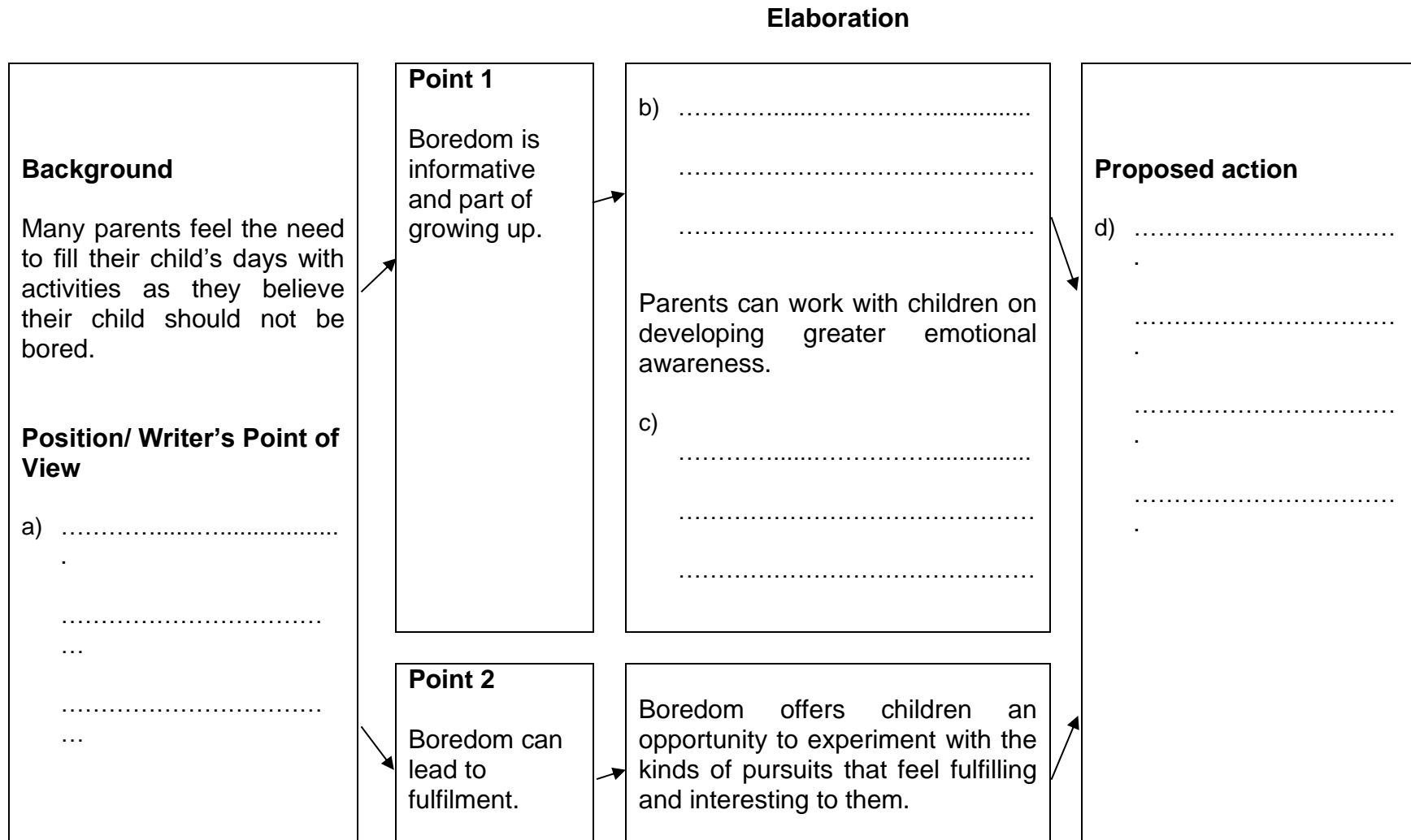
[1]

21. Read the following statements from the text. Then, indicate whether each statement is a fact or an opinion in the table below.

	Statement	Fact/Opinion
(i)	I am hardly alone in feeling like it is my parental duty to stuff their days full of activities and learning opportunities.	
(ii)	With children, it makes complete sense that they ask for screens when they're bored, but that doesn't mean, obviously, that is what's best for them in that situation.	

[2]

- 22 Complete the network tree below to show how the ideas and details in the text can be extracted, summarised and organised. Some of the boxes have been filled to serve as examples.



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Being able to identify and develop sources of meaning is a critical lifelong skill.
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[4]