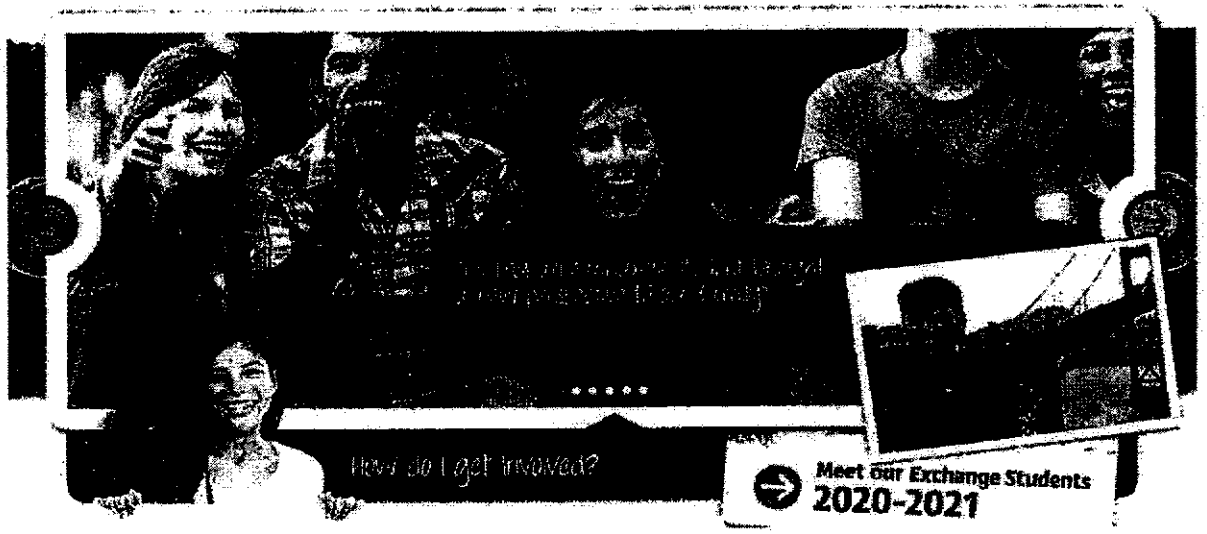
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Hosting International

How to host. Get Started!



About Hosting International.



Share your home for a year, enjoy a friendship for a lifetime.

When you host a foreign exchange student, your entire family will discover a world of fun and enlightening adventure. Simply by sharing your home for as little as three months, a semester or a school year, you will be giving an exceptional young person from another country the opportunity of a lifetime – to live with your family and experience the language, customs and culture of your country. In return, your exchange student will bring to your family a bit of his or her homeland. Students come from Europe, the Middle East, Japan, Korea, the Americas and Africa.



Each year, Hosting International places several thousand exchange students, ages 15 to 18, in host families like yours throughout the world. Hosting International invites you and your family to join in this memorable and valued cultural experience.

Your exchange student does not expect red-carpet treatment; he or she wants to learn about our country by living as a 'native' rather than as a guest. Your family will also receive a fascinating cultural education about everyday life in your student's home country. In fact, the rewards are far-reaching – your student's classmates, instructors and the entire community will be enriched by interacting with your exchange student. As the school year progresses, your family will grow close to this new family member, developing a bond that will endure thousands of miles and last a lifetime. A tearful goodbye will come all too quickly, but you and your exchange student are sure to keep in touch. Someday, your entire family may even visit your foreign friend in his or her home country.

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Section A [10 marks]

Question 1

Carefully read the text below, consisting of 12 lines, about teenagers' mental health. The first and last lines are correct. For eight of the lines, there is <u>one</u> grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is <u>incorrect</u>, circle the incorrect word and write the correct word in the space provided. The correct word you provide <u>must not change the original meaning</u> of the sentence.

Examples:

I arrived (to) my destination at 2 pm.		.....at.....
My mother always wears sensible clothes.		✓

It is critical to pay close attention to mental health problems among		
the young because of the potential long-term deleterious effect.	1	.....
It can be deadly; among the various dire consequences is suicide,	2	.....
which is the second-leading cause of death worldwide among these	3	.....
aged 15 to 29. They later suffer from psychiatric ailments on	4	.....
adulthood, notably mood, anxious, eating and substance-use	5	.....
disorders, 75% showed signs of the illness as early as in their teens	6	.....
to the mid-20s. This is a period of development sensitivity when	7	.....
the brain is still maturing and is also the phase of life where there	8	.....
is important psychological, social and vocational milestones to be	9	.....
traverse: changing school, becoming independent of family, leaving	10	.....
home, finding a job, and forming romantic relationships.		

Adapted from https://www.straitstimes.com/opinion/why-mental-disorders-are-rising-among-the-young

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Section B [30 marks]

You are advised to write between 250 and 350 words for this section.

Question 2

You should look at the webpage in the Insert, study the information carefully and plan your answer before beginning to write.

Your family has decided to host an exchange student.

Write an email to Hosting International expressing your family's interest in hosting an exchange student. In your email, give details of:

- who you and your family are
- why you think your family are suitable hosts for the exchange student
- what facilities you will be offering the exchange student in your home
- what you and your family expect to gain from hosting
- how you and your family will enrich the stay of the exchange student.

You may add any other details you think will be helpful.

Write your email to the Hosting International in clear, accurate English. Your tone should be friendly and persuasive to encourage Hosting International to select your family as a host family.

You should use your own words as much as possible.

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Section C [30 marks]

You are advised to write between 350 and 500 words on <u>one</u> of the following topics.

Questions 3 – 6

3 "Travelling the world affects one's life and personality." What are your views?

4 Describe a time when you helped a friend in trouble. Explain how you helped him or her to overcome it and what you learnt from this incident.

5 "In the 21st Century, with the prevalence of social media, parents are no longer close to their children." Do you agree?

6 In your opinion, do violent images, music, and games cause people to act out violently?

Please write your chosen question number (3, 4, 5 or 6) here: .....

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Answer Scheme

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2020
ENGLISH LANGUAGE (1128/01)
SECONDARY 4 EXPRESS AND 5 NORMAL (ACADEMIC) ANSWER SCHEME
P

Section A [10 marks]

Carefully read the text below, consisting of 12 lines, about teenagers' mental health. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two more lines with no errors.

If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided. The correct word you provide must not change the original meaning of the sentence.

Examples:

I arrived (to) my destination at 2 pm. .....at.....

My mother always wears sensible clothes. ✓

It is critical to pay close attention to mental health problems among		
the young because of the potential long-term deleterious (effect).	1	effects (plural)
It can be deadly; among the various dire consequences is suicide,	2	✓
which is the second-leading cause of death worldwide among (these)	3	those (determiner)
aged 15 to 29. They later suffer from psychiatric ailments (on)	4	in (preposition)
adulthood, notably mood, (anxious) eating and substance-use	5	anxiety (WF)
disorders, 75% showed signs of (the) illness as early as in their teens	6	their (determiner)
to the mid-20s. This is a period of (development) sensitivity when	7	developmental (WF)
the brain is still maturing and it is also the phase of life where there	8	✓
(is) important psychological, social and vocational milestones to be	9	are (plural)
(traverse) changing school, becoming independent of family,	10	traversed (tense)
leaving home, finding a job, and forming romantic relationships.		

Adapted from https://www.straitstimes.com/opinion/why-mental-disorders-are-rising-among-the-young

------- End of Answer Scheme -------

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Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2020

SECONDARY 4 EXPRESS & 5 NORMAL (ACADEMIC)
ENGLISH LANGUAGE (1128/02)

INSERT

This Insert consists of 6 printed pages including this page.

[Turn over]

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Section A

Text 1

Study the website below and answer Questions 1 – 4 in the answer booklet.

Food from the Heart

foodfromtheheart.sg



Food from the Heart's Project Belanja! Feed the needy with a hot meal daily.



About the Campaign

We are asking the public for donations. Upon achieving our targeted $250,000 for this campaign, the Tote Board will be providing us with an additional grant of $100,000. Donate to help us reach our goal of $350,000 and beyond!

There are people among us who worry over their daily meals. Some might have lost the motor skills to cook, and others simply cannot afford a meal.

Food from the Heart's *Project Belanja!* is a cooked meal initiative that bridges these gaps by providing hot meals that can be redeemed with their beneficiary card at designated food stalls in their neighbourhoods.

Project Belanja! not only gives beneficiaries credits for the purchase of food but the dignity of choice as well. It widens the variety of food they get to choose from as well as cuts out the need for delivery.

Patronising the hawker stalls helps beneficiaries create friendships in the neighbourhood while also boosting the hawkers' sales as the meals are paid by you, the sponsors. As Food from the Heart is able to track the meal redemptions, it also allows for early intervention if a beneficiary stops redeeming meals.

Adapted from https://www.foodfromtheheart.sg/

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Section B

Text 2

The text below describes a young woman's experience after an accident. Read it carefully and answer Questions 5 – 16 in the Answer Booklet.

1 My last clear memory before waking up in the hospital was of travelling with two of my housemates. We had gone up to Montana to visit friends. We left Montana in the early evening; we were trying to get back to Boulder for morning classes. In retrospect, especially as a parent, I now see how incredibly stupid this was, given that the drive time between Montana and Boulder is thirteen to fourteen hours – but we were nineteen.

2 We had what we thought was a good plan: we would each drive a third of the trip; one passenger would stay up to help the driver stay awake and alert while the other passenger would sleep in the back of the Jeep Cherokee, seats down, in a sleeping bag. I drove my shift, then I was the active passenger, keeping an eye on the driver. It was a really tender memory. So peaceful. I loved these people I was with. I loved the openness of the road. I loved the wilderness. No headlights to count on the highway. Just us.

3 Then came my turn to sleep in the backseat. As I learned later, here is what happened next. My friend was driving the worst shift. It was the time of night when you feel as though you might be the only person in the entire world who is awake. Not only was it the middle of the night, it was the middle of the night in the middle of nowhere. Very dark, very open, very lonesome. Very little to keep you awake.

4 At around four in the morning, my friend veered off the road. When she hit the rumble strip on the shoulder, she overcorrected in the opposite direction. The car flipped and like an Olympic gymnast did several summersaults in the air, eventually crashing on its roof. My friends in the front seat were wearing their seatbelts. I had been sleeping at the back with the seats down. My body went through the front windshield like a rag doll shattering it as I was unceremoniously ejected from the car, shattered glass and all. I was flung into the night like some piece of trash. The right-front side of my head slammed into the highway with more force than the crashing car.

5 I sustained a traumatic brain injury which is quite common in car accidents. Imagine what happens during a high-speed car crash: with the sudden and extreme change in velocity upon impact, your body abruptly stops but your brain continues to move and sometimes even rotates within the skull, which it is not meant to do, and even bangs back and forth against your skull, which it is also not meant to do. The force of my head slamming into the highway, which fractured my skull, probably did not help matters.

6 The brain is meant to exist in a safe space, protected by the skull and cushioned by several thin membranes and cerebrospinal fluid. The skull is the brain's best friend, but the two are never intended to meet each other. The shearing forces of a severe head injury tear and stretch neurons and their fibres, called axons. Like electrical wires, axons are insulated by a protective coating, called the myelin sheath. Even if an axon is not severed, damage to the myelin sheath can significantly slow the speed at which information travels from neuron to neuron.

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7 Everything the brain does depends on neurons communicating; when neurons throughout the brain are damaged, their communication is inevitably damaged as well. After such an injury, you are a different person. How you think, how you feel, how you express yourself, respond, interact – all of these dimensions are affected. On top of that, your ability to understand yourself has probably taken a hit also, so you are not really in a position to know exactly how you have changed.

8 There I was in the hospital. I had been withdrawn from college, and my doctors expressed serious doubts about whether I would ever be cognitively fit to return. Given the severity of my injury and statistics on people with similar injuries, they said: Do not expect to finish college. You are going to be fine – "high functioning" – but you should consider finding something else to do. I learned that my IQ had dropped thirty points. According to the doctors, I was no longer smart, but how could this be, I felt normal.

9 I received occupational therapy, cognitive therapy, speech therapy, physical therapy, psychological counselling. Six months after the accident, when I was home for the summer, my housemates, who had noticeably pulled away from me, told me, "You're just not the same anymore." How could two of the people who seemed to understand me the best tell me I was no longer myself? How was I different? They could see me; I could not see myself.

10 A head injury makes you feel confused, anxious, and frustrated. When your doctors tell you they do not know what you should expect, and your friends tell you that you are different, it certainly amplifies all that confusion, anxiety, and frustration.

11 I spent the next year in a fog – anxious, disoriented, making bad decisions, not sure what I would do next. After that, I went back to school, but it was too soon. I could not think. I could not adequately process spoken information. It was like listening to someone speaking half in a language I knew and half in a language I did not know, which only made me more frustrated and anxious. I had to drop out because I was failing my classes.

Adapted from 'Presence' by Amy Cuddy

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Section C

Text 3

The text below is about panic buying. Read it carefully and answer Questions 17 – 24 in the Answer Booklet.

1 In survival psychology, individuals may undergo behavioural changes following major events such as natural disasters and disease outbreaks that potentially disrupt social lives or even threaten individuals' health. One of such behavioural change is panic buying, which occurs when consumers buy unusually large amounts of products in anticipation of, during or after a disaster or perceived disaster, or in anticipation of a large price increase or shortage.

2 It was a scene that has become familiar around the world: rows of empty supermarket shelves where toilet paper used to be, the result of coronavirus-induced panic buying. People have fought over toilet rolls, not to mention the 'toilet roll heist' in Hong Kong when criminals attempted to steal pallets of toilet rolls. Retailers around the world started limiting the number of toilet paper packs customers can buy in one visit. Grocery stores even hired security guards to screen customers.

3 Are we destined for a breakdown in social cohesion if the pandemic stretches out? History says no – rioting and bad behaviour in previous pandemics have been relatively uncommon. It has happened, there have been some outbreak of rioting, but the main response has been one of order, of people coming together, of solidarity, helping each other out and doing their best as a community to deal with this.

4 Toilet paper does not offer special protection against the virus, yet it is causing havoc. It is not considered a staple of impending emergencies, like milk and bread are, yet people are fighting tooth and claw for toilet rolls. What exactly is it about the rolls of tissue that has caused mayhem across cultures, including, at times, violent clashes that have reverberated on social media?

5 At its most basic, say experts, the answer lies in game theory: if everyone buys only what they need, there will be no shortages. If some people start panic buying, the optimal strategy will be for you to follow suit, to make certain you have enough toilet rolls to spare. However, this does not fully explain it entirely – toilet paper cannot save you from infection, and we have not seen the same level of hoarding for more key items like canned foods – so something else is clearly afoot.

6 "I think it probably stuck out in the dramatic images in social media because it was quite clear, the packets are quite distinctive and it's become associated in the minds of people as a symbol of safety," says Professor Steven Taylor, author of *The Psychology of Pandemics.*

7 "People feel the need to do something to keep themselves and their family safe, because what else can they do apart from wash their hands and self-isolate?" added the psychiatry professor.

8 "It's all due to this wave of anticipatory anxiety," Taylor said. "People become anxious ahead of the actual infection. They haven't thought about the bigger picture, like what are the consequences of stockpiling toilet paper."

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9 We also have a more primitive, visceral, gut reaction that says, "Well, I better be safe than sorry." The herd instinct can also kick in, where people suspend judgement and start doing what everyone else is doing. So, if everyone else is panic-buying supplies, people follow the herd. People only act that way out of fear. Preparing, even by purchasing toilet paper, returns a sense of control to what seems like a helpless situation.

10 "Depending on how people estimate the chances of needing the toilet paper, the hassle might be worth it," he said. "If it gave them the feeling that they had done everything that they could, it might free them to think about other things than the coronavirus."

11 Another theory Professor Taylor put forward is rooted in our evolutionary aversion to things which disgust us, heightened when people feel threatened with infection. "And so I think this is one reason they latched on to the toilet paper, because it's a means of avoiding disgust."

12 Psychologists have also suggested people may be trying to eliminate one risk that is relatively easy and superficial, rather than doing something more costly that may reduce their risk by a greater amount. This is known as "Zero risk bias".

13 We want to feel in control and have limited budgets, so we go buy something that is cheap to buy, that we can store, and we know at the back of our minds that we are going to use anyway. It gives us a false sense of security. A more expensive but necessary item to stock might be non-perishable food – but if frozen meals, canned foods and ramen are not exactly your favourites, you could be stuck with a big bill for items you eventually throw away, should the worst fail to materialise. Toilet paper can be kept indefinitely and slowly consumed.

Adapted from https://www.straitstimes.com/world/united-states/why-toilet-paper-the-psychology-behind-the-coronavirus-induced-panic

---------- End of Insert ----------

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Name: ..... ( ) Class: .....

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2020
ENGLISH LANGUAGE (1128/02)

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LEVEL: Secondary 4 Express, 4 Normal (Academic) & 5 Normal (Academic)

DATE: 24 August 2020

CLASS(ES): Secondary 4/1, 4/2, 4/4 and 5/1

DURATION: 1 hour 50 min

Additional Materials provided: A 6-Page Insert

For Examiner's use:	
Section A	/ 5
Section B	/ 20
Section C	/ 25
Total	/ 50

This Answer Booklet consists of 9 printed pages including this page.

[Turn over]

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Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.

1 Look at the main photograph at the top of the webpage. How does the photograph support the message of the campaign?

.....

.....

..... [1]

2 Refer to the section '**About the Campaign**'. Which sentence best suggests the main objective or purpose of the campaign?

.....

..... [1]

3 Describe two benefits, other than monetary, that the beneficiaries will receive.

(i) .....

..... [1]

(ii) .....

..... [1]

4 What advantage does Food from the Heart reap from such a programme?

.....

..... [1]

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Section B [20 marks]

Refer to Text 2 from pages 3 – 4 of the Insert for Questions 5 – 16.

5 Explain what the author meant when she said, 'In retrospect, especially as a parent, I now see how incredibly stupid this was ...' (line 4).

.....

.....

..... [2]

6 What was the writer's intention when she added '– but we were nineteen' (line 6)?

.....

..... [1]

7 Why did the writer think she and her housemates had a 'good plan' (line 7)?

.....

..... [1]

8 In Paragraph 2, the writer uses repetition of the words 'I loved' three times. What is the purpose of this repetitive structure with reference to what happens in the next paragraph?

.....

..... [1]

9 'It was the time of night when you feel as though you might be the only person in the entire world who is awake.' (lines 15 – 17)

What is ironic about the sentence above in relation to what the writer was doing at this time?

.....

..... [1]

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10 In Paragraph 4, the writer describes the sequence of events that led to her injuries. Explain how the language used emphasises the seriousness of the accident.

Support your explanation with **three** details from Paragraph 4.

.....

.....

.....

.....

.....

.....

.....

..... [3]

11 In Paragraph 5, what two things is the brain not supposed to do during an accident?

(i) .....

(ii) ..... [2]

12 'The skull is the brain's best friend, but the two are never intended to meet each other.' (lines 37 – 38)

What is unusual and effective about the sentence above?

.....

.....

.....

..... [2]

13 Why do you think the writer explains in such great detail on how the brain functions in Paragraphs 6 and 7?

.....

..... [1]

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14 'You are going to be fine – "high functioning" – but you should consider finding something else to do.' (lines 52 – 53)

Explain the contradiction in the doctor's statement above.

.....

..... [1]

15 Explain what the writer meant when she said, 'They could see me; I could not see myself.' (line 61)

.....

..... [1]

16 The structure of the text reflects the main stages of the writer's experience with her accident and recovery. Complete the flow chart by choosing a phrase from the box to summarise writer's dominant experience or feeling at each stage of the narrative. There are some extra phrases in the box that you do not need to use.

The writer's experiences

bewilderment	physical shock	state of distress
calm rationalisation	psychological anguish	self-doubt

Flow chart

Paragraphs 4 – 5	(i) .....
↓	
Paragraphs 6 – 7	(ii) .....
↓	
Paragraphs 8 – 9	(iii) .....
↓	
Paragraphs 10 – 11	(iv) .....

[4]

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Section C [25 marks]

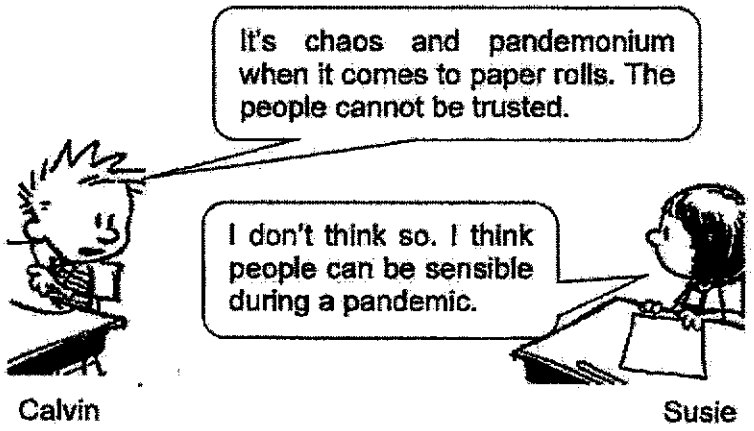
Refer to Text 3 on pages 5 – 6 of the Insert for Questions 17 – 24.

17 From Paragraph 1, explain what 'panic buying' is in your own words?

.....

..... [1]

18 Here is a part of a conversation between two friends, Calvin and Susie who have read the article.



(a) From Paragraph 2, give a piece of evidence to explain why Calvin might say that.

.....

..... [1]

(b) Give **two** details from Paragraph 3 which Susie can use to justify her opinion.

(i) .....

.....

(ii) .....

..... [2]

19 What did the writer mean by, 'It is not considered a staple of impending emergencies...' (line 21)?

.....

..... [1]

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20 In Paragraph 4, the writer says, 'people are fighting tooth and claw' (line 22).

What impression is the writer trying to create?

.....

..... [1]

21 Pick a word from Paragraph 4 that has the same meaning as 'mayhem' (line 23).

..... [1]

22 '...if everyone buys only what they need, there will be no shortages. If some people start panic buying, the optimal strategy will be for you to follow suit, to make certain you have enough toilet rolls to spare. However, this does not fully explain it entirely – toilet paper cannot save you from infection, and we have not seen the same level of hoarding for more key items like canned foods – so something else is clearly afoot.' (lines 25 – 30)

(a) Explain what the writer meant by 'optimal strategy'.

.....

..... [1]

(b) Explain why the 'optimal strategy' may not be the best solution in response to the pandemic.

.....

..... [1]

23 According to Professor Taylor, what was the main driver for the panic buying of toilet rolls?

.....

..... [1]

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24 Using your own words as far as possible, summarise the reasons why people are panic buying toilet rolls.

Use information only from Paragraphs 7 to 13.

Your summary must be in continuous writing (not in note form). It must not be longer than 80 words, not counting the words given to help you begin.

During the pandemic, people began to panic buy and hoard toilet rolls .....

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No. of words: [15]

End of Paper

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Answer Scheme

ASSUMPTION ENGLISH SCHOOL
PRELIMINARY EXAMINATION 2020
ENGLISH LANGUAGE (1128/02)
SECONDARY 4 EXPRESS / 5 NORMAL (ACADEMIC) ANSWER SCHEME

Section A [5 marks]

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1 – 4.

1 Look at the main photograph at the top of the webpage. How does the photograph support the message of the campaign?

The photograph shows a person handing food to another person, which supports the message of the campaign as it is about feeding the needy.
OR
The photograph emphasises on how food can be shared/ passed on to the needy. [1]

2 Refer to the section '**About the Campaign**'. Which sentence best suggests the main objective or purpose of the campaign?

"Donate to help us reach our goal of $350,000 and beyond!" [1]

3 Describe two benefits, other than monetary, that the beneficiaries will receive.

Beneficiaries will be able to redeem a hot meal.

Beneficiaries will have freedom of choice of what food they want.

Beneficiaries get to retain their dignity by being self-reliant.

Beneficiaries can create friendships in the neighbourhood.

(Any 2 of the 4 choices given above.)

DNA: 'as well as cut out the need for delivery' or 'boosting the hawkers' sales' – these are not benefits for the beneficiary. [2]

4 What advantage does Food from the Heart reap from such a programme?

The programme will allow Food of the Heart to check in and intervene early if beneficiaries stop redeeming food (as something might have happened to them). [1]

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Section B [20 marks]

Refer to Text 2 from pages 3 – 4 of the Insert for Questions 5 – 16.

5 Explain what the author meant when she said, 'In retrospect, especially as a parent, I now see how incredibly stupid this was ...' (line 4).

p

The author meant that looking back at the accident now as a parent herself, [1] it was a bad idea to drive home (at night) in so little time [1]. [2]

6 What was the writer's intention when she added '– but we were nineteen' (line 6)?

The writer wanted to emphasise that it was their youthfulness that led to the lack of foresight or poor decision-making skills. [1]

7 Why did the writer think she and her housemates had a 'good plan' (line 7)?

The long drive or journey was being divided equally amongst the three friends. [1]

8 In Paragraph 2, the writer uses repetition of the words 'I loved' three times. What is the purpose of this repetitive structure with reference to what happens in the next paragraph?

The writer was trying to emphasise on the happy memories she felt before the accident.

OR

The writer wanted to portray a sense of idle calm in contrast to the dramatic occurrence of the accident.

(Accept any reasonable answer explaining the use of the repetitive structure.) [1]

9 'It was the time of night when you feel as though you might be the only person in the entire world who is awake.' (lines 15 – 17)

What is ironic about the sentence above in relation to what the writer was doing at this time?

It is ironic because the writer is describing being awake when she was actually the one sleeping. [1]

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10 In Paragraph 4, the writer describes the sequence of events that led to her injuries. Explain how the language used emphasises the seriousness of the accident.

Support your explanation with **three** details from Paragraph 4.

- **"The car flipped and like an Olympic gymnast did several summersaults in the air" suggests that the impact was so great that the car flew and rotated several times in the air before crashing.**
- **'My body went through the front windshield like a rag doll shattering it' suggests that the accident was so serious that the momentum threw the writer out of the front windshield, smashing it.**
- **"I was flung into the night like some piece of trash" suggests how the writer seemed to be tossed out like she was unwanted rubbish.**
- **"... my head slammed into the highway with more force than the crashing car" suggests that the writer suffered more damage to her body than the car did.** [3]

11 In Paragraph 5, what two things is the brain not supposed to do during an accident?

(i) **The brain is not supposed to move or rotate within the skull.**

(ii) **The brain is not supposed to bang back and forth inside the skull.** [2]

12 'The skull is the brain's best friend, but the two are never intended to meet each other.' (lines 37 – 38)

What is unusual and effective about the sentence above?

It is unusual as the writer describes the brain and the skull as two best friends, but as best friends, they are not supposed to touch or meet each other.
It is effective as it shows how the skull protects the brain (floating/ suspended) within itself. [2]

13 Why do you think the writer explains in such great detail on how the brain functions in Paragraphs 6 and 7?

She wanted others to understand the extent of her injury which was to cause her personality/ behavioural changes. [1]

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14 'You are going to be fine – "high functioning" – but you should consider finding something else to do.' (lines 52 – 53)

Explain the contradiction in the doctor's statement above.

The doctor is trying to convince the writer that she can still resume her normal lifestyle after the accident but contradicts himself by asking the writer to give up on her studies. [1]

15 Explain what the writer meant when she said, 'They could see me; I could not see myself.' (line 61)

The writer meant that her friends could see the personality/ behavioural change in the writer but the writer was totally unaware or oblivious to her personality/ behavioural changes. [1]

16 The structure of the text reflects the main stages of the writer's experience with her accident and recovery. Complete the flow chart by choosing a phrase from the box to summarise writer's dominant experience or feeling at each stage of the narrative. There are some extra phrases in the box that you do not need to use.

The writer's experiences

bewilderment	physical shock	state of distress
calm rationalisation	psychological anguish	self-doubt

Flow chart

Paragraphs 4 – 5	(i) **physical shock (injury to the writer's body)**
↓	
Paragraphs 6 – 7	(ii) **calm rationalisation (of what happened to the writer's brain by explaining it in detail)**
↓	
Paragraphs 8 – 9	(iii) **self-doubt (as the writer cannot understand her friends' opinion of her)**
↓	
Paragraphs 10 – 11	(iv) **psychological anguish (as the writer cannot understand what is happening to her)**

[4]

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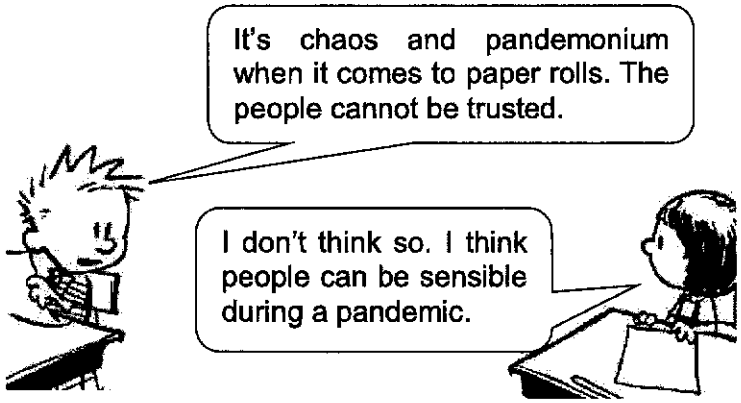
Section C [25 marks]

Refer to Text 3 on pages 5 – 6 of the Insert for Questions 17 – 24.

17 From Paragraph 1, explain what 'panic buying' is **in your own words**?

Panic buying is when people buy more than they need in anticipation of a perceived negative event. [1]

18 Here is a part of a conversation between two friends, Calvin and Susie who have read the article.



(a) From Paragraph 2, give a piece of evidence to explain why Calvin might say that.

- **People have fought over toilet rolls.**
- **Criminals have attempted to steal/ hijack toilet rolls.**
- **Grocery stores have to hire security guards to ensure shoppers behave in an orderly manner when buying toilet rolls.** [1]

Any one of the above answers.

(b) Give **two** details from Paragraph 3 which Susie can use to justify her opinion.

(i) **History has shown that nothing bad has happened during previous pandemics.**

(ii) **People have been coming together, helping each other during the pandemic.** [2]

19 What did the writer mean by, 'It is not considered a staple of impending emergencies...' (line 21)?

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The writer meant that toilet rolls are not consider an essential item/ necessity during a pandemic as compared to food. [1]

20 In Paragraph 4, the writer says, 'people are fighting tooth and claw' (line 22).

What impression is the writer trying to create?

The writer wanted to give the impression that people were behaving like wild animals when it came to procuring/ purchasing toilet rolls. [1]

21 Pick a word from Paragraph 4 that has the same meaning as 'mayhem' (line 23).

'havoc' [1]

22 '... if everyone buys only what they need, there will be no shortages. If some people start panic buying, the optimal strategy will be for you to follow suit, to make certain you have enough toilet rolls to spare. However, this does not fully explain it entirely – toilet paper cannot save you from infection, and we have not seen the same level of hoarding for more key items like canned foods – so something else is clearly afoot.' (lines 25 – 30)

(a) Explain what the writer meant by 'optimal strategy'.

It means the most efficient or best method to deal with the pandemic. [1]

(b) Explain why the 'optimal strategy' may not be the best solution in response to the pandemic.

It is because the buying and hoarding of toilet rolls will not protect the buyer from the disease. [1]

23 According to Professor Taylor, what was the main driver for the panic buying of toilet rolls?

The broadcasting of panic buying on social media added to the panic. [1]

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24 Using your own words as far as possible, summarise the reasons why people are panic buying toilet rolls.

Use information only from Paragraphs 7 to 13.

Your summary must be in continuous writing (not in note form). It must not be longer than 80 words, not counting the words given to help you begin.

During the pandemic, people began to panic buy and hoard toilet rolls as they want to feel safe when they are anxious. They are not thinking logically; this causes them to fail to see the consequences of panic buying. The herd instinct takes over and they blindly follow what other people are doing. Panic buyers have suspended judgement and are acting out of fear. Buying paper rolls helps calm them and allow them to think about other issues. It also helps with the feelings of disgust which arises when they feel threatened by infection. Panic buyers think of the easiest risk to solve and allow them to feel in control. Unlike food, toilet rolls can be kept indefinitely.

(106 words for 10 points)

Para	Text	Points
7	"People feel the need to do something to keep themselves and their family safe, because what else can they do apart from wash their hands and self-isolate?" added the psychiatry professor.	1) people want to feel safe
8	"It's all due to this wave of anticipatory anxiety," Taylor said. "People become anxious ahead of the actual infection. They haven't thought about the bigger picture, like what are the consequences of stockpiling toilet paper."	2) people are anxious and are not thinking logically 3) they fail to see the consequences
9	We also have a more primitive, visceral, gut reaction that says, "Well, I better be safe than sorry." The herd instinct can also kick in, where people suspend judgement and start doing what everyone else is doing. So, if everyone else is panic-buying supplies, people follow the herd. People only act that way out of fear. Preparing, even by purchasing toilet paper, returns a sense of control to what seems like a helpless situation.	4) herd instinct has taken hold and 5) they have suspended judgement and are acting out of fear.
10	"Depending on how people estimate the chances of needing the toilet paper, the hassle might be worth it," he said. "If it gave them the feeling that they had done everything that they could, it might free them to think about other things than the coronavirus."	6) buying paper rolls helps calm them and frees them to think about other issues
11	Another theory Professor Taylor put forward is rooted in our evolutionary aversion to things which disgust us, heightened when people feel threatened with infection. "And so I think this is one reason they latched on to the toilet paper, because it's a means of avoiding disgust."	7) it helps with our feelings of disgust which arises when people feel threatened by infection.
12	Psychologists have also suggested people may be trying to eliminate one risk that is relatively easy and superficial,	8) people think that it is the easiest risk to solve.

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	rather than doing something more costly that may reduce their risk by a greater amount. This is known as "Zero risk bias".	
13	We want to feel in control and have limited budgets, so we go buy something that is cheap to buy, that we can store, and we know at the back of our minds that we are going to use anyway. It gives us a false sense of security. A more expensive but necessary item to stock might be non-perishable food – but if frozen meals, canned foods and ramen are not exactly your favourites, you could be stuck with a big bill for items you eventually throw away, should the worst fail to materialise. Toilet paper can be kept indefinitely and slowly consumed.	9) helps them feel in control 10) unlike food, toilet rolls can be kept indefinitely.

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Name of Candidate: _____ ( ) Class: _____

BUKIT PANJANG GOVERNMENT HIGH SCHOOL

Preliminary Examination 2020

SECONDARY 4 EXPRESS / 4 & 5 NORMAL (ACADEMIC)

ENGLISH LANGUAGE

Paper 1

Syllabus 1128/01

Date: 17 August, 2020

Duration: 1 hr 50 mins

Time: **0800h – 0950h**

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