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NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL



MID YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE
CODE/PAPER NO. : 1128 / 01 INSERT
LEVEL/STREAM : 1 EXPRESS
DATE : 29 April 2016
TIME : 0800 – 0950 HR
DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

This insert contains **Section A**.

Write your answers in the spaces provided.

Submit **Section A** separately from **Section B** and **Section C**.

This document consists of 2 printed pages.

[Turn over

Section A

Carefully read the text below, consisting of 13 lines, about the how pangolins travel in Singapore. 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 p.m.at.....

My mother always wears sensible clothes.✓.....

Hunched close to the ground, the pangolin is hard for any driver to spot from the road. If it is caught in the headlights of a vehicle, the shy 1. creature may freeze; and even when fleeing, it can only rev up to a 2. man's jogging pace. An average of two a year has been found dead on 3. major roads near the Bukit Timah and Central Catchment nature 4. reserves from 1994 to 2014. Classified from 'critically endangered' on the 5. International Union for Conservation of Nature (IUCN) Red List, it is said 6. to be the more trafficked mammal in the world. No dead pangolins, 7. however, have been found between major roads near the reserves since 8. April 2014. One reason was that these Pangolins have been using the 9. Eco-Link@BKE to travel between the Bukit Timah Nature Reserve and 10. Central Catchment Nature Reserve.

NAME:

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MID-YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1128 / 01

LEVEL/STREAM : 1 EXPRESS

DATE : 29 APRIL 2016

TIME : 0800 - 0950

DURATION : 1 HR 50 MIN

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in the spaces provided on the work you hand in.
Write in dark blue or black ink on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **Section A**, **Section B** and one question from **Section C**.

Section A is an insert.

For **Section A** write your answers in the spaces provided on the insert.

For **Section B** and **Section C**, write your answers on the separate answer paper provided.

At the end of the examination, tie **Section B** and **Section C** separately for submission.

The number of marks is given in brackets [] at the head of each section.

This document consists of 4 printed pages and 1 insert.

[Turn over

Section B [30 marks]

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

You should look at the printout of a brochure on page 3, study the information carefully and plan your answer before beginning to write.

This year, your school strongly encourages all student leaders to participate in a course during the upcoming June holidays to develop their leadership qualities. You recently received a brochure from the National Youth Council that contains a list of activities suitable for the student leaders. As the president of the student council, write an email to your principal to propose that student leaders attend one of the listed activities.




Your email should include the following details:

- Reasons for your choice
- Describe what student leaders will experience from your proposed activity
- How student leaders can apply what they have learnt from the activity when they return to school

Write your email in clear, accurate English and in an enthusiastic tone to convince your principal that the activity you propose is the most appropriate for the student leaders in your school.

You may add any other details that might be of interest.
You should use your own words as much as possible.

YOUTH LEADERSHIP ACTIVITIES FOR 2016

<u>Activities</u>	<u>Aspect of Leadership</u>
<p style="text-align: center;"><u>Effective Communication</u></p> <p>This 3-day enriching workshop introduces students to persuasive language techniques to positively influence others in a range of situations such as proposing new ideas and negotiating outcomes. Students will also learn how to handle people with different personalities and how they can best communicate with such people.</p>	<p style="text-align: center;">Communication Skills</p> 
<p style="text-align: center;"><u>Youth Adventure</u></p> <p>This 4-day course will be conducted at the Outward Bound School in Pulau Ubin. During expedition-based course, students will participate in rope confidence elements, land-based activities and sea activities on and around Pulau Ubin.</p>	<p style="text-align: center;">Resilience</p> 
<p style="text-align: center;"><u>Shop-For-A-Cause</u></p> <p>Shop for a Cause is an initiative to bring the elderly from Care Corner Senior Activity Centre (CCSAC) to the supermarket in the neighbourhoods to buy groceries and other necessities and to engage them in interactive sessions such as singing and dancing. Partnering with Care Corner Singapore, students will reach out to the elderly in CCSAC over 3 days by engaging them in meaningful activities in the community.</p>	<p style="text-align: center;">Empathy</p> 

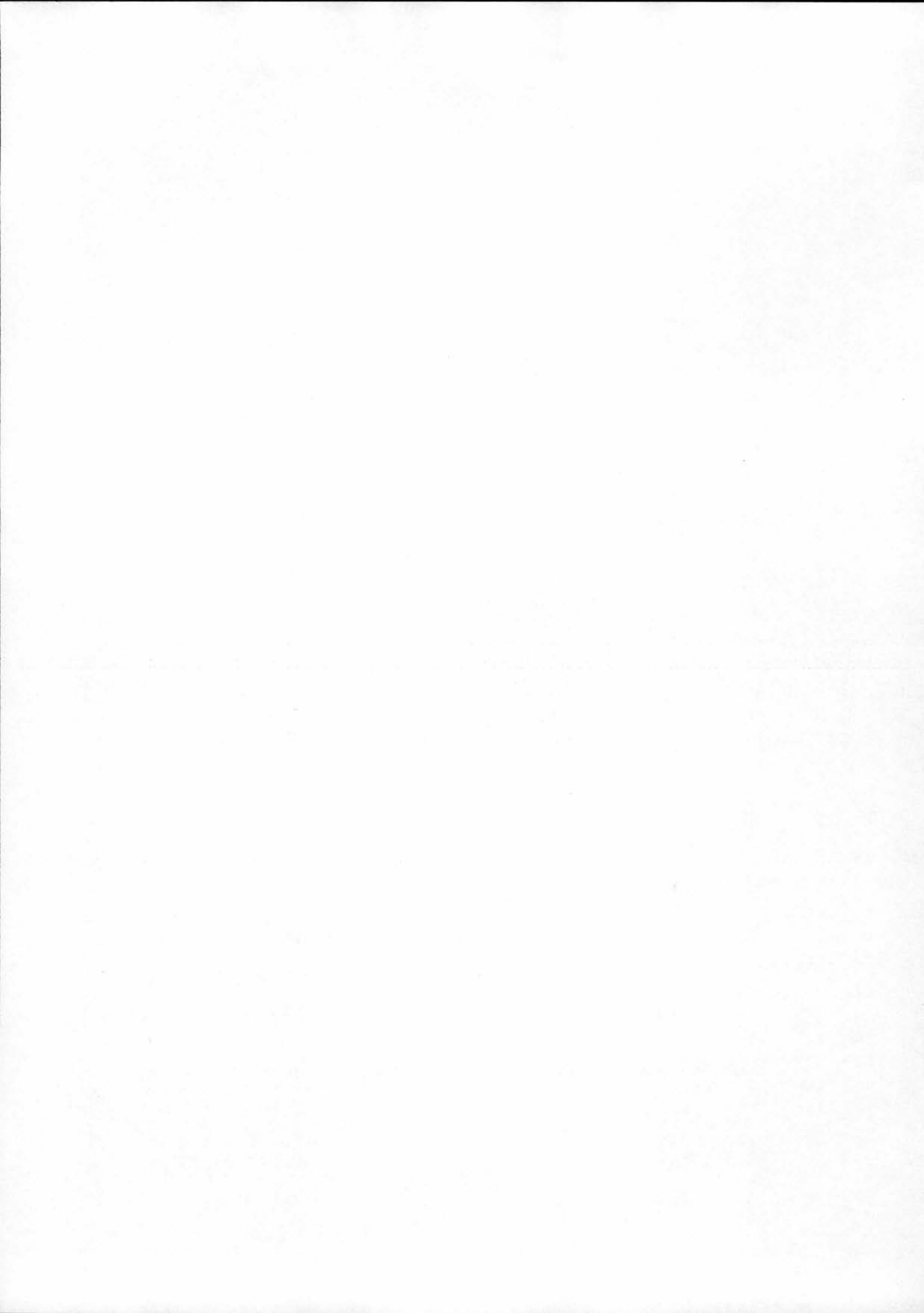
Section C [30 marks]

Begin your answer on a fresh page.

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

At the head of your composition, write the number of the topic you have chosen.

- 1 Why is having goals important to academic success?
- 2 How does technology enhance learning in schools?



NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL



MID-YEAR EXAMINATION 2016

SUBJECT : ENGLISH LANGUAGE

CODE/PAPER NO. : 1128 / 02 INSERT

LEVEL/STREAM : 1 EXPRESS

DATE : 29 APRIL 2016

TIME : 1030 – 1220

DURATION : 1 HR 50 MINS

Instructions to candidates:

This insert contains the comprehension passages.

This question paper consists of 5 printed pages including this cover page.

Section A [5 marks]

Text 1

Study the poster below and answer Questions 1 – 4 in the Question Paper Booklet.

Pets' Day Out

13 Aug 2016, Sat
HARD COURT AT BLK 93
HENDERSON RD S (150093)
1.00pm - 5.00pm

Visit our website:
www.one.pa.gov.sg
 and register using activity
 code: **A19104458**

\$3	WITH PASSION CARD	\$5	NON- PASSION CARD
------------	-------------------------	------------	-------------------------

Use the receipt to
redeem a goody bag
WHILE STOCK LASTS!

Event Highlights

COMPETITION:
 Cutest Pet Contest & Treasure Hunt with Pet

ACTIVITIES:
 Dog Training Tips, Vet Consultation,
 Games and Many More!

FREE ENTRY

1) Pets Approved by AVA only
 2) Please Leash Your Pets at All Time

ORGANISED BY:

OFF ACCESS

SUPPORTED BY:

Section B

Text 2

The text below describes the writer working as a slave with her mother in a white household. Read it carefully and answer Questions 5 – 13 in the Question Paper Booklet.

- 1 There was a time in Africa when people could fly. Momma told me this one night when I was ten years old. She said, 'Your granny-momma saw it for herself. She said they flew over trees and clouds. When we came here, we left that magic behind'. I was as shrewd as momma. Even at ten I knew this story about people flying was silly. We weren't some special people who lost our magic. We were slave people and we weren't going anywhere. 5
- 2 The day life turned into nothing this world could fix, I was in the work yard boiling slave bedding, stoking fire under the wash pot, my eyes burning from specks of soap catching on the wind. The morning was a cold one – the sun looked like a little white button stitched tight to the sky. For summers, we wore home spun cotton dresses but when the Charleston winter showed up like some lazy girl in November or January, we got into our sacks – these thickset coats made of heavy yarns. Just an old sack with sleeves. Mine was a cast-off and trailed to my ankles. I couldn't say how many unwashed bodies had worn it before me but they had all kindly left their scents on it. 10
- 3 Already that morning missus had taken her cane stick to me once across my backside for falling asleep during her prayers. I complained to Aunt-Sister, the cook who had been with missus since she was a girl and next to Tomfry, the butler, she ran the whole show. She was the only one who could tell the missus what to do without getting smacked by the cane. Momma said watch your tongue but I never did and Aunt-Sister popped me backwards three times a day. 15
20
- 4 That day while I helped out Aunt-Sister in the yard, momma was in the house, working on a gold satin dress for the missus to wear at the St Cecilia ball during Race Week. I can tell you this much – white people lived for Race Week. They had one picnic, promenade and fancy going-on after another.
- 5 Missus was a short, thick-waist woman with what looked like little balls of dough under her eyes. She refused to hire out momma to the other ladies. They begged her and momma begged her too because she could have kept a portion of those wages for herself but missus said, 'I can't have you make anything for them better than you make for us.' 25
- 6 The yard was over busy. Mariah, the laundry slave burnt her hand on charcoal from the iron and couldn't work. Aunt-Sister was on a tear about the unwashed laundry. Tomfry had the men trying to butcher a hog that was running and screeching at the top of its lungs. He hoped that the killing would get over real quick as the missus hated yard noise. 30
- 7 Noise was on her list of slave sins, which we knew by heart. Number one: stealing. Number two: disobedience. Number three: laziness. Number four: noise. A slave was supposed to be like a ghost – don't see it, don't hear it but always hovering around on ready. Missus called out to Tomfry, said keep it down, a lady shouldn't have to know where her bacon comes from. When we heard that, I told Aunt-Sister, missus didn't know anything about her bacon except to eat it. She slapped me real hard. 35
- 8 After I got the wash finished, I was left idle and pleased to enjoy sin number three. I followed a path I'd worn in dirt from looping it ten, twelve times a day. I walked back past 40

the stable and carriage house. The path took me across the whole map of the world I knew. I hadn't yet seen the spinning globe in the house that showed the rest of it. I poked a pumpkin out of fun causing it to hit the wall with a splatter, wishing for the day to get used up so mamma and I could go back to our room. Then, the air turned still. Missus' voice came from the back door, said, 'Aunt-Sister, bring Hetty in here to me right now.' 45

- 9 I went to the house, thinking she was in an uproar over her squashed pumpkin. I told my backside to brace up.

Adapted from, 'The invention of wings' by Sue Monk Kidd

NAME:

NO:

CLASS:

RIVERSIDE SECONDARY SCHOOL**MID-YEAR EXAMINATION 2016**

SUBJECT : ENGLISH LANGUAGE
CODE/PAPER NO. : 1128 / 02
LEVEL/STREAM : 1 EXPRESS
DATE : 29 APRIL 2016
TIME : 1030 – 1220
DURATION : 1 HR 50 MINS

READ THESE INSTRUCTIONS FIRST

Write your name, index number and name in the spaces provided on the work you hand in.

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

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

Answer all questions.

Write your answers in the spaces provided in the Question Booklet.

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.

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-4

1 Which details in the poster inform the reader that the event will take place outdoors?

First detail: [1]
Second detail:

2 Find the information from the poster to fill in the steps on how participants can redeem their goodie bags.

Step 1: Go to the URL: and register with the: A19104458.
Step 2: Print the registration to get the goodie bag. [2]

3 What would be a good reason why a pet owner should bring his or her pet for grooming before going for Pets' Day Out?

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

4 Why do you think there are pictures of the lion and crocodile crying at the bottom of the poster?

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

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

- 5 (i) From paragraph 1, how did the writer's momma try to impress upon her that African people, including both of them were special?
 [1]
- (ii) What knowledge did the writer have which contradicted what her momma said?
 [1]
- 6 (i) What feeling was the writer trying to convey to the readers by using the phrase, 'The day life turned into nothing this world could fix...' (line 7)
 [1]
- (ii) What were **two** ways in which the writer expressed her dislike for the sack she wore?
 The writer described the sack as
 and [2]
- 7 According to the writer in paragraph 3, what special privilege did Aunt-Sister have?
 (i) [1]
 Why did Aunt-Sister have a special privilege?
- (ii) [1]
- (iii) From the same paragraph, based on the writer's description, which phrase suggested that Aunt-Sister was as strict and fierce as her missus?
 [1]

8 What did the phrase, 'lived for' (line 23) suggest about the white people's attitude towards the Race?

..... [1]

9 Paragraph 5 described the missus' appearance and her personality. How did the language used reflect the writer's dislike for her?

Support your ideas with two details from paragraph 5.

The writer's dislike was shown in how she described the missus as:

(a)

.....

(b)

..... [2]

10 (i) In paragraph 6, what was **the first thing** that disrupted the orderliness of the household?

.....

..... [1]

(ii) What was the **second thing** that affected it?

.....

..... [1]

11 (i) What did the word 'sin' emphasise about the nature of the actions that slaves should not commit in paragraph 7?

.....

..... [1]

- (ii) Missus called out to Tomfry, said keep it down, a lady shouldn't have to know where her bacon comes from. When we heard that, I told Aunt-Sister, missus didn't know anything about her bacon except to eat it. (lines 37- 39)

What **two** different viewpoints were shown through the underlined words used in the text above?

The missus' viewpoint	
The writer's viewpoint	

[1]

- 12 Why was the writer happy committing sin number three?

.....

[1]

- 13 The structure of the text reflected different aspects of the writer's personality. Complete the blanks below by choosing one word from the box that best describe her personality. There are some extra words in the box you need not use.

The writer's personality traits

Jovial	Sarcastic	Cunning	Strong
Mischievous	Outspoken	Self-centred	Realistic

'Even at ten I knew this story about people flying was silly.' (line 4)

'Momma said watch your tongue but I never did...' (line 19)

'A slave was supposed to be like a ghost – don't see it, don't hear it but always hovering around on ready.' (lines 35-37)

'I told my backside to brace up.' (line 47-48)

[4]

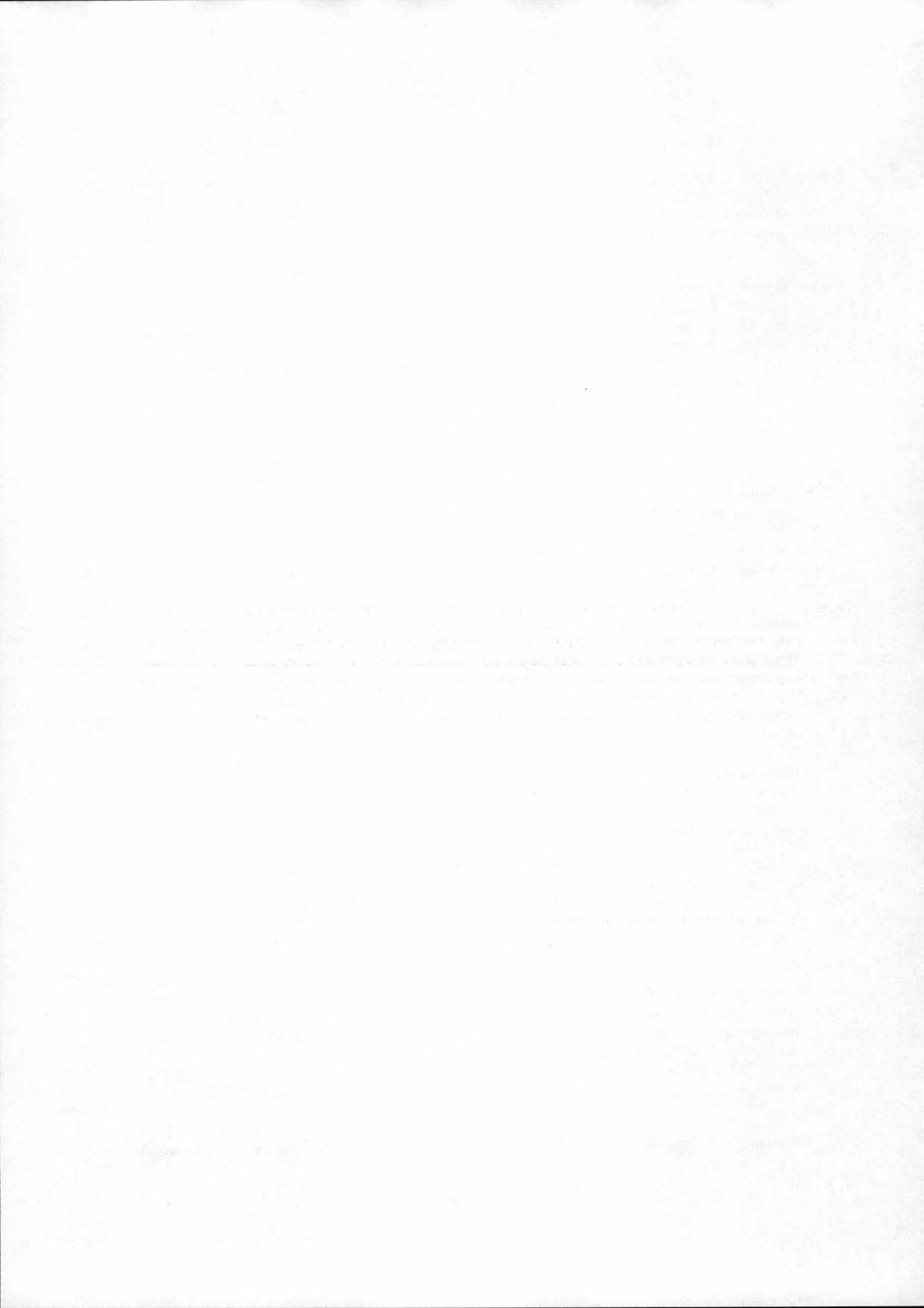
Section C

Text 3

The article below is on the history of silk. Read it carefully and answer Questions 14 – 20 in the Question Paper Booklet.

- 1 One of the greatest trade routes was the Silk Road from China through Asia to Europe where silk was exchanged, stitching together people from all across the world. Once a luxury worth dying for, it has been called the 'queen' of all fabrics because of its luminous, satin smooth quality. This expensive fabric, ironically originates from the humble silkworm. Even in this day and age, with all the modern technological advancements that we have, we still cannot reproduce silk that is of the same quality as that from the silkworms. Clearly, the silkworm is the superior manufacturer. 5
- 2 Regarded as an extremely valuable product, initially, silk was the monopoly of the Chinese imperial family, who used it for the making of drapes, banners, and other items of prestige. As it became more plentiful, it was utilised for clothing, but solely for members of the court. Only the emperor and his first wife wore yellow silk – the colour of the sun. His other wives wore violet, as did high-ranking officers. Those of the second rank wore red and the rest had black. Later, the favour of being able to wear silk was extended to landowners and merchants who sought to out-dazzle each other. The wealthier they were, the more colourful their clothes. Eventually, ordinary people could wear silk clothes, although they were not so elaborately embroidered, which was customary with the wealthy. Silk achieved importance in other ways. Until the invention of paper, people wrote on it and it also became a popular currency, with even farmers paying their taxes in it. 10
15
- 3 Silk production was kept a fiercely guarded secret within China for some 3,000 years, with imperial decrees sentencing to death anyone who revealed to a foreigner the process of its production. The Chinese domination on silk production however did not mean that the product was restricted to the Chinese Empire – on the contrary, silk was used as a diplomatic gift, and was also traded extensively, first of all with China's immediate neighbours, and subsequently further afield, becoming one of China's chief exports. Since no one outside China knew how it was produced, its scarcity ensured and increased its value. 20
25
- 4 At some point during the 1st century BC, silk was introduced to the Roman Empire, where a bargain was struck using sign language. It was considered an exotic luxury clothing and became so desirable that rich Romans were willing to pay their weight in gold prompting royal commands to control prices. The rich Romans knew nothing of the distance and suffering which brought them the soft materials so caressing to the skin. All that mattered was that it could be worn as a smooth layer under armour in Persia and used for carpets in Turkey. Indeed, silk from this period has been found in Egypt and in northern Mongolia. 30
- 5 Eventually, the mystery of the silk-making process was smuggled into neighbouring regions, reaching Japan about A.D. 300 and India around A.D. 400. By the eighth century, Spain began producing silk, and 400 years later Italy became quite successful at making silk, with several towns giving their names to particular types of silk. The first country to apply scientific techniques to raising silkworms was Japan, which produced some of the world's finest silk fabrics. Other countries that also produced quality silks were China, Italy, India, Spain, and France. China was the largest exporter of raw silk in the early 1990s, accounting for about 85% of the world's raw silk, worth about \$800 million. Exports of China's finished silk products were about half of the world's total at about \$3 billion. 35
40
- 6 Silk is highly valued because it possesses many excellent properties. Not only does it look lustrous and feel luxurious, but it is also lightweight, resilient, and extremely strong—one filament of silk is stronger than a comparable filament of steel! Although fabric manufacturers have created less costly alternatives to silk, such as nylon and polyester, silk is still in a class by itself. 45

Adapted from <http://en.unesco.org/silkroad/about-silk-road>



NAME:	NO:	CLASS:
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Section C [25 marks]

Refer to Text 3 on page 5 of the Insert for Questions 14 – 20.

14 In paragraph 1, which group of words tells us that the history of silk has been a violent one?

..... [1]

15 What does the writer mean by the phrase 'superior manufacturer' (line 7). Answer in your own words.

'superior' means [1]

'manufacturer' means [1]

16 (i) Which word in paragraph 2 shows that silk was used exclusively by royalty?

..... [1]

(ii) Find another word in the same paragraph that shows that the royal family was gracious in allowing other people to wear silk clothes.

..... [1]

17 Here is a part of a conversation between two students, Cathy and Daniel, who have read the article.



Cathy

The Chinese were secretive about silk-making. They did not want anyone else to know how silk was made.

But the Chinese freely shared silk with foreigners. Moreover, the secret also served as an advantage to them.



Daniel

(i) Give one piece of evidence from paragraph 3 to support Cathy's view.

..... [1]

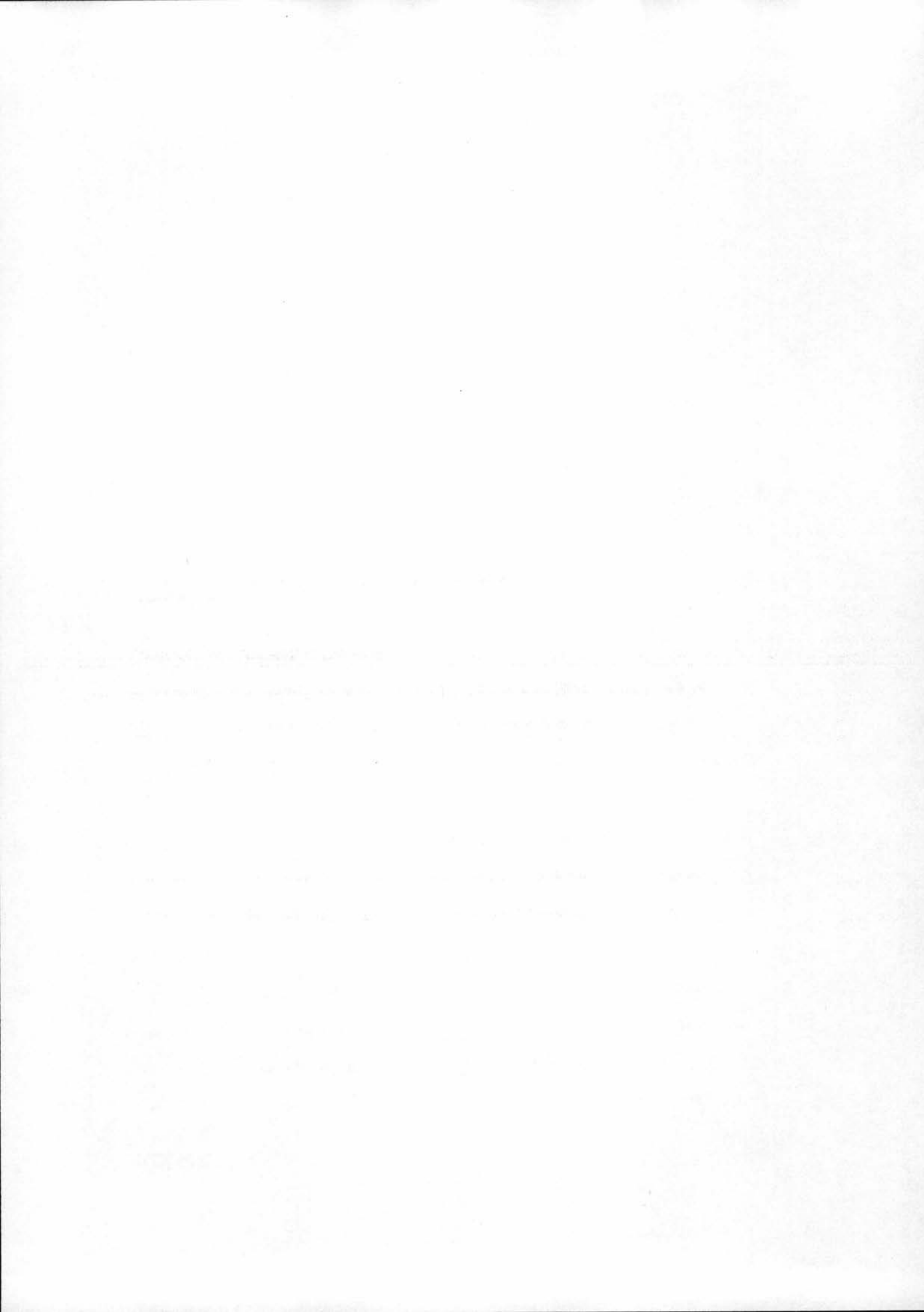
(ii) Explain with reference to paragraph 3, why Daniel feels the way he does.

..... [2]

ANSWERS

Hunched close to the ground, the pangolin is hard for any driver to spot **1. on**
from the road. If it is caught in the headlights of a vehicle, the shy **2. freeze**
creature may **freezed**; and even when fleeing, it can only rev up to a **3. have**
man's jogging pace. An average of two a year **has** been found dead on **4. √**
major roads near the Bukit Timah and Central Catchment nature **5. as**
reserves from 1994 to 2014. Classified **from** 'critically endangered' on **6. √**
the International Union for Conservation of Nature (IUCN) Red List, it is **7. most**
said to be the **more** trafficked mammal in the world. No dead pangolins, **8. on/along**
however, have been found **between** major roads near the reserves since **9. is**
April 2014. One reason **was** that these Pangolins have been using the **10. to**
Eco-Link@BKE to travel between the Bukit Timah Nature Reserve **and** **10. to**
Central Catchment Nature Reserve.

Adapted from
<http://graphics.straitstimes.com/STI/STIMEDIA/Interactives/2015/11/feature-ecolink-BKE-national-parks/index.html>



ANSWERS

Text 1

Refer to the poster (Text 1) on page 2 of the Insert for Questions 1-4

- 1 Which details in the poster inform the reader that the event will take place outdoors?
1. The venue – Hard Court
 2. The background – an image of a park / of nature with hills and trees (Any other relevant details in the picture)
- First detail:
- Second detail: [1]
- 2 Find the information from the poster to fill in the flow chart on how participants can redeem their goodie bags.
- www.one.pa.gov.sg**
activity code
receipt
- Step 1: Go to the URL: and register with the: A19104458.
- Step 2: Print the registration to get the goodie bag. [2]
- 3 What would be a good reason why a pet owner should bring his or her pet for grooming before going for Pets' Day Out?
- There is a Cutest Pet Contest that the owner can sign up his pet for so grooming can increase its attractiveness.** [1]
-
- 4 Why do you think there are pictures of the lion and crocodile crying at the bottom of the poster?
- The pictures emphasise that the event is solely for house-kept / domestic animals or pets.**
- [1]

Section B [20 marks]

Refer to Text 2 on page 3 of the Insert for Questions 5 – 13.

- 5 (i) From paragraph 1, how did the writer's momma try to impress upon her that African people, including both of them were special?

The writer's momma (quoted her grandmother) as having seen African people's ability to fly.

..... [1]

- (ii) What knowledge did the writer have which contradicted what her momma said?

The writer and her momma /They were slaves.

..... [1]

- 6 (i) What feeling was the writer trying to convey to the readers by using the phrase, 'The day life turned into nothing this world could fix...' (line 7)

A sense of threat / An ominous feeling / A feeling that something bad was about to happen

..... [1]

- (ii) What were **two** ways in which the writer expressed her dislike for the sack she wore?

Any 2 of 3:

...an old sack with sleeves

...a cast-off

...couldn't say how many unwashed bodies had worn it (no mark if only 'all kindly left their scents on it' is quoted)

The writer described the sack as

and [2]

- 7 According to the writer in paragraph 3, what special privilege did Aunt-Sister have?

- (i) **She could tell the Missus what to do without getting beaten/smacked with the cane.**

..... [1]

Why did Aunt-Sister have a special privilege?

- (ii) **Aunt-Sister had been with the missus since she (the missus) was little/a young girl (until she grew up)**

..... [1]

- (iii) From the same paragraph, based on the writer's description, which phrase suggested that Aunt-Sister was as strict and fierce as her missus?

'popped me backwards three times a day' (line 19-20)

..... [1]

- 8 What did the phrase, 'lived for' (line 23) suggest about the white people's attitude towards the Race?

They truly looked forward to it / They really enjoyed participating in it.

..... [1]

- 9 Paragraph 5 described the missus' appearance and her personality. How did the language used reflect the writer's dislike for her?

Support your ideas with two details from paragraph 5.

Answers:

'short, thick-waist...little balls of dough under her eyes' suggested that the missus was ugly/not attractive.

'refused to hire out momma to other ladies' suggested that the missus was selfish/possessive.

'I can't have you make anything for them better than you make for us' suggested that the missus wanted to be more superior than others / vain / proud.

The writer's dislike was shown in how she described the missus as:

(a)

.....

(b)

..... [2]

- 10 (i) In paragraph 6, what was **the first thing** that disrupted the orderliness of the household?

Mariah (the laundry slave) burnt her hand on iron charcoal and could not work/wash the laundry. (Aunt-Sister was on a tear...(not accepted as this is her reaction to the disruption)

..... [1]

- (ii) What was the **second thing** that affected it?

The hog they were trying to kill made a lot of noise which the missus hated. (must be present for 1m because in another situation, it can be accepted)

[1]

-
- 11 (i) What did the word 'sin' emphasise about the nature of the actions that slaves should not commit in paragraph 7?

It suggested that the mistakes were very serious / these mistakes could bring about serious consequences.

..... [1]

- (ii) Missus called out to Tomfry, said keep it down, a lady shouldn't have to know where her bacon comes from. When we heard that, I told Aunt-Sister, missus didn't know anything about her bacon except to eat it. (lines 37- 39)

What **two** different viewpoints were shown through the underlined words used in the text above?

The missus' viewpoint	It was immaterial /unimportant / unnecessary to know how food came about
The writer's viewpoint	The missus was (plain) ignorant

[1]

- 12 Why was the writer happy committing sin number three?

It meant that she did not have to do anything / she did not have any chores to do.

..... [1]

- 13 The structure of the text reflected different aspects of the writer's personality. Complete the blanks below by choosing one word from the box that best describe her personality. There are some extra words in the box you need not use.

The writer's personality traits

Jovial	Sarcastic	Cunning	Strong
Mischievous	Outspoken	Self-centred	Realistic

'Even at ten I knew this story about people flying was silly.' (line 4)

Realistic

'Momma said watch your tongue but I never did...' (line 19)

Outspoken

'A slave was supposed to be like a ghost – don't see it, don't hear it but always hovering around on ready.' (lines 35-37)


Sarcastic

'I told my backside to brace up.' (line 47-48)

Strong

[4]


Riverside Secondary School
1E MYE 2016 Paper 2 Section C
ANSWERS

- 14 In paragraph 1, which group of words tells us that the history of silk has been a violent one?
Once a luxury item worth dying for [1]
- 15 What does the writer mean by the phrase 'superior manufacturer' (line 7). Answer in your own words.
'superior' means better / excellent / more outstanding [1]
'manufacturer' means creator / builder / producer [1]
- 16 (i) Which word in paragraph 2 shows that silk was used exclusively by royalty?
monopoly [1]
- (ii) Find another word in the same paragraph that shows that the royal family was gracious in allowing other people to wear silk clothes.
favour [1]
- 17 Here is a part of a conversation between two students, Cathy and Daniel, who have read the article.
- 

Cathy

The Chinese were secretive about silk-making. They did not want anyone else to know how silk was made.

But the Chinese freely shared silk with foreigners. Moreover, the secret served as an advantage to them.



Daniel
- (i) Give one piece of evidence from paragraph 3 to support Cathy's view.
Anyone who revealed to a foreigner the process of silk production was sentenced to death. [1]
- (ii) Explain with reference to paragraph 3, why Daniel feels the way he does.
Silk was used as a diplomatic gift and for trade. [1] The secret also served to ensure and increase its value / make it more valuable / expensive. [1]
- 18 What evidence in paragraph 4 tells us that the Chinese and Roman merchants did not speak each other's language?
They used sign language. [1]

- 19 The writer says that silk is still in a class by itself (lines 49-51).
Explain why the writer chooses to describe silk with this underlined phrase.

It is to show that silk is distinctive / unique / special / unequalled / unparalleled / [1]
incomparable / bar none.

- 20 Using your own words as far as possible, summarise how silk was used by different groups of people and how silk spread to other countries.

Use only information from paragraphs 2 to 4.

Originally, silk was used by the Chinese imperial family to

No.	Words in passage	Use of own words
1	silk was the monopoly of the Chinese imperial family, who used it for the making of drapes, banners, and other items of prestige. As it became more plentiful, it was utilised for clothing	Make prestigious items and clothes.
2	Only the emperor and his first wife wore yellow silk – the colour of the sun. His other wives wore violet, as did high-ranking officers. Those of the second rank wore red and the rest had black.	Different coloured clothes were used to show power and status.
3	Later, the favour of being able to wear silk was extended to landowners and merchants who sought to out-dazzle each other. The wealthier they are, the more colourful their clothes.	Landowners and businessmen wore colourful clothes to show their wealth.
4	Eventually, ordinary people could wear silk clothes, although they were not so elaborately embroidered, which was customary with the wealthy.	After some time, even common people wore it though not so intricately embroidered.
5	Until the invention of paper, people wrote on it	Silk was also used as writing material
6	and it also became a popular currency, with even farmers paying their taxes in it.	and currency
7	silk was used as a diplomatic gift,	It was used as a diplomatic gift
8	and was also traded extensively, first of all with China's immediate neighbours	and traded widely with China's neighbours.
9	At some point during the 1st century BC, silk was introduced to the Roman Empire... considered an exotic luxury clothing	It eventually reached Rome and worn by wealthy Romans
10	All that mattered was that it could be worn as a smooth layer under armour in Persia	Persians used it as their under armour
11	and used for carpets in Turkey.	While the Turkish used it to make carpets.
12	Indeed, silk from this period has been found in Egypt and in northern Mongolia.	It was also traded in Egypt and northern Mongolia.

1 mark for each correct point, up to 8 marks

Originally, silk was used by the Chinese imperial family to make prestigious items and clothes with different coloured clothes being used to show power and status. Subsequently, landowners and businessmen wore colourful clothes showing their wealth while commoners wore simply embroidered clothes. Silk was also used as writing material, currency, diplomatic gifts and traded initially with China's neighbours. It eventually reached Rome and worn by wealthy Romans. Persians and Turkish used it as their under armour and carpets respectively. It was also traded in Egypt and northern Mongolia.

(78 words)

