

# CSSE Mock 2 Answers



## Maths

- 1a. 8  
b. 31  
c. 8  
d. 119  
e. 2
2. 8m
3.  $\frac{4}{10}$  or  $\frac{2}{5}$
4. 15 times
5.  $108\text{cm}^2$
6.  $35\text{cm}^2$
- 7a. 41  
b. 13  
c. Amelia  
d. 69  
e. Hamza
- 8a. 9  
b. 44  
c. 135
9.  $9^\circ\text{C}$
10. 29
11. 15%
12.  $1\frac{1}{5}$
13. 100ml
14. 6
- 15a. £2.43
- b. 145g
- 16a. 3  
b. 3
- 17a. (-4,1)  
b. (4,0)  
c. Line CD  
d. 8 sq units
- 18a. 29  
b. 27  
c. 476
- 19a. 20 minutes  
b. 09:01  
c. Bus 3 (08:37)
20. 4
21. 11
22. 36
23. 12
24. 65
- 25a. £9.40  
b. mini doughnuts
- 26a. 11:20  
b. 18  
c. 12:10
27.  $\frac{5}{6}$
28.  $144\text{m}^3$
- 29a. 12  
b. 363  
c. 5  
d. 36
30. £7
31. 210km
32. 20
33. 34
34. 30
35. 12

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English		
1	<b>Award 1 mark for:</b> travelling to the station / in a car or vehicle travelling.	1 mark
2	<b>Award 1 mark for any of:</b> instructions / orders / commands / directions / warnings. Must convey the sense of firm, authoritative instructions rather than casual advice. Do NOT accept simply 'advice' – injunctions carry a stronger, more authoritative sense.	1 mark
3 (a)	<b>Award 1 mark per correct person (up to 2 marks).</b> Accept any two of: Mr James Desmond, two moorland farmers, The Barrymore couple / Barrymore / Mrs. Barrymore, The groom at the Hall, DR. Mortimer, Dr. Mortimer's wife, Stapleton, Stapleton's sister, Mr Frankland.	2 marks
(b)	<b>Award 1 mark for identifying:</b> Holmes is methodical / logical / fair / thorough / unwilling to make assumptions. <b>Award 1 mark for development:</b> Holmes says that removing the Barrymores would be 'a cruel injustice' if innocent and would destroy any chance of catching them if guilty – this reveals that he does not act on instinct or personal feeling, but preserves all options until evidence rules them out. He treats suspects with a degree of fairness while maintaining strategic discipline, showing the careful, rational mind of a skilled detective.	2 marks
4	amiable	1 mark
5	<b>Award 1 mark</b> for explaining the phrase: 'shadowed' means followed or watched secretly without their knowledge. <b>Award 1 mark</b> for what this reveals about the situation: it tells us that the characters are aware they may be under observation by a potentially dangerous person or persons; the fact that Dr. Mortimer feels the need to confirm they have not been followed shows how serious and threatening their circumstances are – they are not safe simply by being in London.	2 marks
6	<b>Award 1 mark</b> for identifying the impression: Holmes is commanding / controlled / formidable / stern / self-disciplined. <b>Award 1 mark</b> for a developed comment, e.g.: 'Austere' suggests he is severe and unemotional; 'motionless' implies total self-control and focus – he is already fully absorbed in the case even as Watson departs. Together, these words present Holmes as an almost statue-like figure, emphasising Watson's isolation now that he is without Holmes's guidance. <b>Do NOT</b> award 2 marks for identification alone without development.	2 marks

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English		
7	<p><b>Award 1 mark for a valid inference:</b> Watson feels anxious / uncertain / alone / reluctant / awed by Holmes.</p> <p><b>Award 1 mark for textual support and development:</b> 'I looked back at the platform when we had left it far behind' – the fact that Watson looks back suggests he is reluctant to leave Holmes behind, or is drawing comfort from the sight of him; 'the tall, austere figure of Holmes standing motionless' reinforces the sense of Holmes as Watson's protector, and the image of him 'gazing after' them adds a moment of quiet gravity that underlines the seriousness of the mission ahead.</p>	2 marks
8	<p><b>Award 1 mark per developed idea (up to 2 marks):</b></p> <ul style="list-style-type: none"> <li>• The word 'never' is absolute – there is to be no moment of safety or relaxation, suggesting the danger is constant and could strike at any time.</li> <li>• The instruction reveals Holmes's high estimation of the threat; he would not give such a categorical warning for a minor risk – this is a matter of life and death.</li> </ul>	2 marks
9	<p><b>Award 1 mark</b> for a suitable synonym, e.g: serious / solemn / sombre / stern / sober / grim.</p> <p><b>Award 1 mark</b> for a suitable antonym, e.g: cheerful / light-hearted / carefree / jovial / unconcerned / relaxed.</p> <p><b>Note:</b> Answers must fit the context of describing a person's expression or manner. Do NOT accept 'sad' as a synonym – 'grave' implies seriousness and solemnity rather than sadness.</p>	2 marks
10	<p><b>Award 1 mark per valid, explained example (up to 2 marks):</b></p> <ul style="list-style-type: none"> <li>• 'Keep your revolver near you night and day, and never relax your precautions' – Holmes instructs Watson to be armed at all times, showing the danger is considered immediate and serious.</li> <li>• 'I beg, Sir Henry, that you will not go about alone. Some great misfortune will befall you if you do.' – the unusually emotional word 'beg' shows Holmes's concern is genuine and urgent, going beyond his usual cool demeanour.</li> <li>• His parting warning to avoid the moor in darkness – even at the moment of farewell, Holmes is focused on protecting Sir Henry rather than pleasantries.</li> <li>• His sharp reaction to hearing that Sir Henry and Dr. Mortimer separated: 'It was imprudent, all the same' – Holmes immediately identifies the risk even in what seemed an innocent afternoon apart.</li> </ul>	2 marks

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English		
11	<p><b>Award 1 mark for identifying:</b> Holmes believes Sir Henry should never be alone because there is someone who may wish to harm him / he is at risk from an unknown threat.</p> <p><b>Award 1 mark for development:</b> Holmes has already instructed Watson to keep Sir Henry in sight and has warned of 'great misfortune' if he goes about alone; by separating – even briefly and innocently – Sir Henry made himself vulnerable. Holmes understands that the enemy may be watching for precisely such an opportunity.</p> <p>Do NOT award both marks for a single undeveloped point.</p>	2 marks
12	<p><b>Award 1 mark for a basic explanation:</b> Holmes is warning Sir Henry not to go out onto the moor at night, as he believes something dangerous lurks there after dark.</p>	1 mark
13	<p><b>Award 1 mark for identifying a link between landscape and mood:</b> the journey moves from the tension of the platform to a more pleasant, hopeful atmosphere as Devon appears.</p> <p><b>Award 1 mark for evidence with comment:</b> 'the brown earth had become ruddy, the brick had changed to granite, and red cows grazed in well-hedged fields' – the shift from dull brown and brick to vivid red and granite mirrors a shift in mood from urban anxiety to something richer and more natural; Young Baskerville 'cried aloud with delight', suggesting genuine joy and release from tension.</p> <p><b>Award 1 mark for a developed point on narrative purpose:</b> Watson notes the journey was 'swift and pleasant', providing a brief respite before the dangers to come. The lush, welcoming landscape creates dramatic irony – the reader knows from Holmes's warnings that this pleasant countryside conceals real danger; the beauty of Devon makes what lies ahead more troubling by contrast.</p>	3 marks
14	<p><b>Award 1 mark for identifying the contrast:</b> the easy, enjoyable journey contrasts sharply with the seriousness and urgency of Holmes's parting instructions.</p> <p><b>Award 2 marks for explaining the effect:</b> the contrast creates dramatic irony – the reader cannot forget Holmes's warnings even as Watson describes a pleasant trip and plays with the spaniel. The apparent normality of the journey makes the underlying danger feel all the more threatening; the calm before the storm is a classic device for building dread. Watson's relief is temporary, and the reader knows it.</p>	3 marks

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English		
15	<p><b>Award 1 mark for:</b> The passage is written in the first person from the perspective of Dr. John Watson.</p> <p><b>Award 1 mark for a developed point, e.g.:</b> This means the reader can only know what Watson himself observes and is told – for example, we learn about Holmes’s instructions and warnings directly, but once Watson boards the train, Holmes is no longer present and the reader, like Watson, must piece together events without Holmes’s guidance.</p>	2 marks
16	<p><b>Award marks for technique + example + clear comment on effect (up to 3 marks):</b></p> <ul style="list-style-type: none"> <li>• Holmes’s list of suspects – the accumulation of unknown people surrounding Sir Henry creates a pervading sense of threat from multiple, unidentifiable directions; no one can be trusted.</li> <li>• Direct, urgent commands: ‘Keep your revolver near you night and day, and never relax your precautions’ – the imperative mood and the absolute ‘never’ give the conversation a military urgency, making clear the danger is real and immediate.</li> <li>• Holmes’s emotional register: ‘I beg, Sir Henry’ – the unusually personal ‘beg’ breaks from Holmes’s typical detachment and signals genuine fear for Sir Henry’s safety, raising the stakes for the reader.</li> </ul>	3 marks
17	<p><b>Award 1 mark per valid, developed point (up to 3 marks):</b></p> <ul style="list-style-type: none"> <li>• He takes complete control of the conversation: Holmes speaks at length, issuing instructions and assessments – Watson merely responds with brief answers (‘I will do my best’), showing the power dynamic between them.</li> <li>• His parting image: ‘the tall, austere figure of Holmes standing motionless’ – the physical description presents him as imposing and statuesque; he does not wave or show emotion, reinforcing his authority.</li> <li>• His logical reasoning: Holmes carefully explains why the Barrymores must remain suspects rather than simply giving an order – this demonstrates a commanding intellect rather than mere force of personality.</li> <li>• His warnings carry weight: even Sir Henry, a confident man, takes Holmes’s advice seriously – ‘I beg, Sir Henry, that you will not go about alone’ is treated as a genuine command, not a suggestion.</li> </ul> <p><b>Accept any three well-chosen and developed points.</b></p>	3 marks

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English		
<b>18</b>	Accept only words that appear verbatim in the passage. Do NOT accept paraphrases or synonyms not lifted from the text.	4 marks
<b>(a)</b>	disposition	
<b>(b)</b>	eliminate	
<b>(c)</b>	imprudent	
<b>(d)</b>	exalted	
	<b>Total Marks</b>	<b>40 marks</b>

# Continuous Writing Mark Scheme



<p><b>Category</b></p>	<p><b>Band 4</b> <b>(5 – 6 marks)</b></p>	<p><b>Band 3</b> <b>(3 – 4 marks)</b></p>	<p><b>Band 2</b> <b>(2 marks)</b></p>	<p><b>Band 1</b> <b>(1 mark)</b></p>	<p><b>Marks awarded</b></p>
<p><b>Ideas &amp; Content</b> <b>6 marks available</b></p>	<p>Original and engaging writing. May include abstract or creative elements such as figurative language. Securely focused on the task, with ideas explored in depth and developed effectively. Shows awareness of audience and purpose.</p>	<p>Clear and effective writing, mostly focused on the task. Some depth in ideas but may lack consistency. Some awareness of audience and purpose.</p>	<p>Writing relates to the task but lacks detail or development. Ideas are listed rather than expanded upon. Limited engagement for the reader.</p>	<p>Ideas may be incoherent or irrelevant. Writing is unfocused and lacks purpose. Minimal engagement for the reader.</p>	<p style="text-align: center;">/ 6</p>
<p><b>Category</b></p>	<p><b>Band 4</b> <b>(4 – 5 marks)</b></p>	<p><b>Band 3</b> <b>(3 marks)</b></p>	<p><b>Band 2</b> <b>(2 marks)</b></p>	<p><b>Band 1</b> <b>(1 mark)</b></p>	<p style="text-align: center;">/ 5</p>
<p><b>Structure &amp; Organisation</b> <b>5 marks available</b></p>	<p>Well-structured response with a clear introduction, development and conclusion. Ideas are logically sequenced. Effective use of paragraphs and varied sentence structures. Connectives used appropriately to enhance flow.</p>	<p>Clear structure with some attempt at an introduction and conclusion. Paragraphing is generally accurate, though some links between ideas may be unclear. Some variety in sentence structure.</p>	<p>Some attempt at structuring ideas, but lacks logical progression. Paragraphing inconsistent or weak. Mostly simple sentence structures with little variety.</p>	<p>No clear structure or logical flow. No paragraphs, or paragraphs used incorrectly. Sentence structure is poor or absent.</p>	<p style="text-align: center;">/ 5</p>
<p><b>Category</b></p>	<p><b>Band 4</b> <b>(3 marks)</b></p>	<p><b>Band 3</b> <b>(2 marks)</b></p>	<p><b>Band 2</b> <b>(1 mark)</b></p>	<p><b>Band 1</b> <b>(0 marks)</b></p>	<p style="text-align: center;">/ 3</p>
<p><b>Vocabulary &amp; Spelling</b> <b>3 marks available</b></p>	<p>Ambitious and precise vocabulary, used effectively to enhance meaning. Spelling is accurate, including more complex words. Word choices contribute to tone and style.</p>	<p>Some ambitious vocabulary, though not always effective. Spelling is mostly accurate with occasional errors in more difficult words. Vocabulary is appropriate but may lack variety.</p>	<p>Basic vocabulary with little variation. Some incorrect use of ambitious words. Spelling errors, even in common words.</p>	<p>Limited vocabulary with frequent repetition. Spelling errors common, even in basic words. Poor word choices affect clarity.</p>	<p style="text-align: center;">/ 3</p>

# Continuous Writing Mark Scheme



Category	Band 4 (3 marks)	Band 3 (2 marks)	Band 2 (1 mark)	Band 1 (0 marks)	Marks awarded
<b>Grammar</b> <b>3 marks available</b>	Secure and consistent use of tenses. Sentence construction is accurate and varied. Strong subject-verb agreement and grammatical control.	Mostly secure tenses, with only occasional errors. Some variety in sentence structures but may lack fluency. Grammar errors do not significantly impact clarity.	Inconsistent use of tenses. Sentence structures may be repetitive or awkward. Grammar errors make some parts difficult to read.	Frequent tense errors. Basic grammar mistakes throughout. Writing is difficult to follow due to poor sentence construction.	/ 3
<b>Punctuation</b> <b>3 marks available</b>	Punctuation is accurate, varied, and used creatively (e.g. commas, colons, semicolons, speech marks).	Punctuation is mostly accurate, but variety is limited (e.g. mostly full stops and commas).	Some punctuation used, but errors are frequent (e.g. missing apostrophes, incorrect use of commas).	Limited or incorrect punctuation. Full stops and capital letters may be missing or misused.	/ 3