

CSSE Mock 2 Answers



Maths

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

CSSE Mock 2 Answers



English		
1	Mount Everest is 8,848 metres above sea level.	1 mark
2	He was thirteen years old.	1 mark
3	Achievement (or similar)	1 mark
4	The literary device used is a metaphor. The phrase makes Everest sound like the very top of everything, emphasising how high and extreme the location is. It creates a powerful image of Jordan being above all else on Earth, showing the greatness of his achievement. The phrase also gives a sense of wonder and amazement, as if he has reached a place most people can only dream of.	3 marks
5	A poster of the Seven Summits in his school corridor inspired him.	1 mark
6	Each snow-capped peak seemed to whisper a silent challenge. (Line 13)	2 marks
7	Edmund Hillary and Tenzing Norgay	2 marks
8	The peak of Everest is on the border between Nepal and the Chinese region of Tibet.	2 marks
9	The air is very thin at high altitudes, making it hard to breathe. Climbers face dangerous conditions like avalanches, frostbite, and sudden storms.	2 marks
10	Goddess Mother of the World	1 mark
11	Walking with effort and very slowly.	2 marks
12	<ul style="list-style-type: none"> Jordan spent months training his body and mind. He ran up slopes with a backpack filled with weights. He practised breathing through oxygen masks. a backpack filled with weights. He practised breathing through oxygen masks. He learned to listen to his body, to understand the signs of exhaustion and fear without letting them take control. (Answer should include at least 3 of these 4 points)	3 marks
13	Jordan was awarded a Polartec Grant, a \$10,000 grant awarded to teams looking to produce low impact and cost-effective expedition that is both culturally and environmentally friendly.	2 marks

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English		
14	Simile. It creates a sense of beauty and calm in contrast to the harsh and dangerous conditions of Everest. The simile compares the snowflakes to butterflies, which suggests grace and delicacy. This gives the reader a moment of stillness and wonder, helping them to imagine the magical atmosphere high up on the mountain. It also shows that even in a tough environment, Jordan took time to appreciate the beauty around him.	3 marks
15	He reached the summit at 9:45am on May 22nd 2010.	2 marks
16	He unfurled a small flag with a message from his school friends and looked out over a world that stretched endlessly below him.	2 marks
17	Determination	1 mark
18	Because he achieved something many adults couldn't, overcame criticism, and now encourages others to follow their dreams.	2 marks
19	To inform and inspire.	2 marks
20	1 mark to be awarded for each correct answer	5 marks
a	peak	
b	achieve	
c	expedition	
d	gruelling	
e	unfurled	
Total Marks		40 marks

Continuous Writing Mark Scheme



Category	Band 4 (5 – 6 marks)	Band 3 (3 – 4 marks)	Band 2 (2 marks)	Band 1 (1 mark)	Marks awarded
Ideas & Content 6 marks available	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.	Clear and effective writing, mostly focused on the task. Some depth in ideas but may lack consistency. Some awareness of audience and purpose.	Writing relates to the task but lacks detail or development. Ideas are listed rather than expanded upon. Limited engagement for the reader.	Ideas may be incoherent or irrelevant. Writing is unfocused and lacks purpose. Minimal engagement for the reader.	/ 6
Category	Band 4 (4 – 5 marks)	Band 3 (3 marks)	Band 2 (2 marks)	Band 1 (1 mark)	
Structure & Organisation 5 marks available	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.	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.	Some attempt at structuring ideas, but lacks logical progression. Paragraphing inconsistent or weak. Mostly simple sentence structures with little variety.	No clear structure or logical flow. No paragraphs, or paragraphs used incorrectly. Sentence structure is poor or absent.	/ 5
Category	Band 4 (3 marks)	Band 3 (2 marks)	Band 2 (1 mark)	Band 1 (0 marks)	
Vocabulary & Spelling 3 marks available	Ambitious and precise vocabulary, used effectively to enhance meaning. Spelling is accurate, including more complex words. Word choices contribute to tone and style.	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.	Basic vocabulary with little variation. Some incorrect use of ambitious words. Spelling errors, even in common words.	Limited vocabulary with frequent repetition. Spelling errors common, even in basic words. Poor word choices affect clarity.	/ 3

Continuous Writing Mark Scheme



Category	Band 4 (3 marks)	Band 3 (2 marks)	Band 2 (1 mark)	Band 1 (0 marks)	Marks awarded
Grammar 3 marks available	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.	<div> <div></div> <div>3</div> </div>
Category	Band 4 (3 marks)	Band 3 (2 marks)	Band 2 (1 mark)	Band 1 (0 marks)	
Punctuation 3 marks available	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.	<div> <div></div> <div>3</div> </div>