

CSSE Mock 1 Answers



Maths

- 1a** 5,437
b 6,576
c 112
2a $3\frac{4}{35}$
b 3
c $1\frac{5}{6}$
d $641 - 237 = 404$
3a 66
b 29
c 21
4a 5,340 metres
b $810,000\text{cm}^2$
c $320,000\text{cm}$
5a 182
b 54
c 198
d 24.5
e 14
6 -3°C
7a £1.50
b £0.50
c £2.00
8a 30.2
b 15.25
c 82.08
d 12
9 33
10 false
11 £198
12 300
13 10
14 £4.80
15 24cm^2
16 3
17 6
18 64%
19 3.5
20a 12
b 16
c 16
d 5
e 164
21a (3,6)
b (5,5)
22a $21,600\text{m}^2$
b length = 270m
width = 90m
c $24,300\text{m}^2$
d £792
e 153 bags of seed
23 $\frac{9}{20}$
24 No
25a 1 hour 30 mins
b 2.5 hours
c 10:58
26a false
b false
c false
27a $(6 + 4) \times (8 - 3)$
b $(12 - 3) \div (2 + 1)$
c $(5 \times 4) - (10 \div 1)$

CSSE Mock 1 Answers



English

- 1 morning
- 2 The wind had stopped / come to an end.
- 3 First: streaks of yellow sand break
Second: pine trees
- 4 motionless / still
- 5a The sentence from the text is: The hills ran up clear above the vegetation in spires of naked rock.
Example answer: The hills rose sharply above the greenery, towering like jagged spires of bare stone.
- b They are tall, pointed and bare.
- 6 The ship is moving heavily in the waves, rolling so much that water is reaching the scuppers (drain holes on the deck).
- 7 Fearful and anxious.
- 8 Examples could include:
 - The ship sounds old and worn, as if its parts are struggling to work properly.
 - The comparison suggests the ship is under strain, with lots of moving parts working hard.
 - It makes the ship seem mechanical, rather than smooth or graceful.
 - The ship feels chaotic and out of control, like a factory full of clattering machines.
 - The noise suggests constant movement and friction, making the journey unpleasant.
 - The ship does not feel peaceful or relaxing, but harsh and industrial.
 - The ship seems uncomfortable to be on, with nothing working quietly or smoothly.
 - It suggests the ship is labouring against the sea, rather than moving easily through it.
- 9 It is a metaphor, meaning that the narrator feels deep fear or disappointment.
- 10 Examples could include:
 - The island is described as having 'grey, melancholy woods' and 'wild stone spires', which creates a gloomy and unsettling atmosphere.
 - The passage mentions a 'peculiar stagnant smell' and a 'smell of sodden leaves and rotting tree trunks', suggesting decay and danger.
 - The narrator experiences an instinctive sense of dread: 'my heart sank, as the saying is, into my boots; and from the first look onward, I hated the very thought of Treasure Island.'
 - The trees near the swamps are described as having a 'poisonous brightness', implying something unnatural and possibly hazardous.
 - The doctor remarks, "I don't know about treasure, but I'll stake my wig there's fever here," hinting at disease and danger lurking on the island.

CSSE Mock 1 Answers



English

- 11** The ship is rolling in the waves, and the narrator struggles with seasickness, especially when the ship is still and swaying.
- 12** It suggests they are frustrated, unhappy and possibly resentful about their work.
- 13** The vegetation appeared unusually vibrant, almost suggesting it might be toxic or dangerous.
- 14** It suggests he is knowledgeable, experienced and possibly secretive. His familiarity with the island implies he may have been there before.
- 15** It creates a sense of isolation, as the dense trees make the island feel enclosed and cut off from the outside world.
- 16** The description of 'a peculiar stagnant smell' and 'the smell of sodden leaves and rotting tree trunks' creates an eerie and unpleasant atmosphere. This sensory detail suggests decay, illness, and danger, adding to the suspense.
- 17** Examples could include:
- The word 'peculiar' suggests the smell is strange or unnatural, making the place seem unsafe.
 - A 'stagnant' smell suggests still, trapped air, which can allow illness to spread.
 - The description of 'sodden leaves' implies dampness, which is often linked with decay and disease.
 - 'Rotting tree trunks' suggest long-term decay and poor conditions for health.
 - The lack of moving air ('not a breath of air') suggests the smell cannot clear, making the place feel oppressive and unhealthy.
 - The silence after the birds settle could suggest a lifeless or threatening environment.
 - The doctor 'sniffing and sniffing' suggests professional concern, not just dislike of the smell.
 - Mention of 'fever' implies serious illness, rather than minor discomfort.
 - The anchorage being land-locked suggests bad air cannot escape, increasing the sense of danger.
- 18a** qualm
- b** melancholy
- c** briskly
- d** plunge

Continuous Writing Mark Scheme



<p>Category</p>	<p>Band 4 (5 – 6 marks)</p>	<p>Band 3 (3 – 4 marks)</p>	<p>Band 2 (2 marks)</p>	<p>Band 1 (1 mark)</p>	<p>Marks awarded</p>
<p>Ideas & Content 6 marks available</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>Category</p>	<p>Band 4 (4 – 5 marks)</p>	<p>Band 3 (3 marks)</p>	<p>Band 2 (2 marks)</p>	<p>Band 1 (1 mark)</p>	<p style="text-align: center;">/ 5</p>
<p>Structure & Organisation 5 marks available</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>Category</p>	<p>Band 4 (3 marks)</p>	<p>Band 3 (2 marks)</p>	<p>Band 2 (1 mark)</p>	<p>Band 1 (0 marks)</p>	<p style="text-align: center;">/ 3</p>
<p>Vocabulary & Spelling 3 marks available</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
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.	/ 3
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.	/ 3