FREE SAMPLE

# Essex and Southend (CSSE format): Set 2 (Tests 5 to 8)

Four more full mock tests in the same format as Set 1, with new questions throughout, answer sheets, answers and the parent guide.

**In this sample**

- The first 5 pages of Test 5 (English Paper)
- The first 2 pages of the Test 5 answers

**In the full set2**

- Four complete mock tests (Tests 5 to 8)
- Answer sheets (where the test uses them), answers and explanations or mark schemes
- A parent guide to the format, timings and how to use the tests

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# Essex and Southend-style Entrance Mock Test 5

English paper · for entry to Year 7 in September 2028

**Name:** _____ **Date:** _____

## Instructions

1. Spend the first **10 minutes** reading the passage carefully. You may underline or make notes on it.
2. You then have **1 hour** for Section A and Section B. Suggested split: about 35 minutes for Section A and 25 minutes for Section B.
3. Write your answers in the spaces in this booklet. Use full sentences where a question asks you to explain.
4. The number of marks for each question is shown in brackets. Use it as a guide to how much to write.
5. Crossing out is fine. Check your work if you have time.
6. Ask an adult to time you. Paragraph numbers in the passage help you find your place.

**Structure of this paper** · about 1 hour 10 minutes (including 10 minutes' reading time)

| Section | What you do | Marks |
|---|---|---|
| A | Read the passage and answer the questions in the spaces | 40 |
| B | Continuous writing: choose ONE task | 20 |

**What this paper is based on.** The structure follows the published format of the CSSE test as publicly reported: two written papers, English and maths, sat on the same day, with no verbal or non-verbal reasoning. English is about 1 hour plus 10 minutes' reading time and includes comprehension of an unseen text and a continuous writing task; maths is about 1 hour, no calculator. Each paper is reported to be marked out of 60. **Our assumptions:** the number of questions, the split of the English marks (40 comprehension, 20 writing), the marks for each maths question and the page layout. These are not published. All questions are original. Raw marks cannot be converted to a standardised score or compared with any qualifying score.

Original mock test, not an official paper and not produced by the Consortium of Selective Schools in Essex (CSSE) or any school.


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## Section A · Reading

Fiction · 40 marks

In this story, Sam has been learning to ring the church bells in his village.

### The Bell Rope

1 The ringing chamber of St Bartholomew's was reached by forty-two stone steps that wound upwards like the inside of a snail's shell. Sam had counted them every Thursday evening for six weeks, and every Thursday there were still forty-two, although his legs always insisted there were more.

2 At the top, six ropes hung down through holes in the wooden ceiling. Each had a fat, woolly grip striped red, white and blue, called a sally, and below it a long tail of plain rope that curled on the floor like a sleeping cat. Out of sight above them hung the bells: six great bronze cups, mouth-upwards, even the smallest heavier than a grown man.

3 "A bell is not a toy," Mrs Adeyemi had said on his first night, fixing him with eyes as sharp as drawing pins. "Treat it with respect and it will do whatever you ask. Treat it carelessly and it will remind you who is in charge."

4 For weeks Sam had practised with Mrs Adeyemi behind him, her hands hovering near his like a pair of nervous birds. Pull the sally, let it rise; pull the tail end, let it climb; catch the sally again. Up and down, up and down, until the rhythm lived in his arms even when he was lying in bed.

5 Tonight was different. Tonight he was going to ring the treble, the smallest and highest bell, with the whole band, and Mrs Adeyemi was going to stand at the other side of the room and do nothing at all.

6 "Look to," called Mr Price, who rang the tenor, the biggest bell of all. The ringers took hold of their ropes. Sam's mouth was dry. "Treble's going," said Mr Price. "She's gone."

7 Sam pulled. Far above, the bell swung through a full circle and spoke: a bright, clear note. One after another the others followed, high to low, like a family coming down the stairs, until the tenor boomed at the bottom. Then it was his turn again, and again.

8 For three whole minutes it was perfect. Then Sam thought, *I'm actually doing it* — and the moment he thought it, he was not. The sally leapt out of his hand and shot up towards the ceiling. His stomach dropped through the floor.

9 He did not panic. He stood still, watched the tail end swinging and, as it came down, caught it. He pulled steadily and felt the rhythm click back into place, like a key turning in a lock.

10 Afterwards, nobody mentioned the mistake. Mr Price simply nodded at him. Mrs Adeyemi's mouth twitched at one corner, which, Sam had learned, was the closest she ever came to a cheer. On the way down, he counted the steps. There were forty-two. For the first time, his legs agreed.


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## Section A · Questions

Answer in the spaces

**1. How many steps lead up to the ringing chamber?** **(1 mark)**

**2. The steps “wound upwards like the inside of a snail’s shell”. What does this simile suggest about the staircase?** **(2 marks)**

**3. Sam’s legs “always insisted there were more” steps. What does this tell you about the climb? Why is it a funny way to say it?** **(2 marks)**

**4. What is a “sally”? Give two details from paragraph 2.** **(2 marks)**

**5. Find and copy a simile from paragraph 2.** **(1 mark)**

**6. Mrs Adeyemi has “eyes as sharp as drawing pins”. What does this suggest about her?** **(2 marks)**

**7. Explain in your own words what Mrs Adeyemi means when she says a bell “will remind you who is in charge”.** **(2 marks)**

**8. Her hands hovered near Sam’s “like a pair of nervous birds”. Why did she hold her hands there, and what does the simile suggest?** **(3 marks)**

**9. Why does the writer repeat the words “Up and down, up and down” in paragraph 4?** **(2 marks)**


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**10. Two sentences in paragraph 5 begin with the word “Tonight”. What is the effect of this?** **(2 marks)**

**11. Why might it worry Sam that Mrs Adeyemi will “do nothing at all”?** **(1 mark)**

**12. Find and copy the short sentence in paragraph 6 that shows Sam was nervous.** **(1 mark)**

**13. The bells follow one another “like a family coming down the stairs”. Explain why this is a good comparison.** **(2 marks)**

**14. Give the meaning of the word “boomed” as it is used in paragraph 7.** **(1 mark)**

**15. Write T (true) or F (false) for each.** **(4 marks)**

**(a) There were eight ropes in the ringing chamber.**
**(b) The treble is the smallest bell.**
**(c) Sam rang the tenor.**
**(d) The bells hang mouth-upwards.**

**16. What caused Sam to make a mistake?** **(2 marks)**

**17. “His stomach dropped through the floor.” What type of language is this, and what does it tell you about how Sam felt?** **(2 marks)**

**18. Give two things Sam did to put his mistake right.** **(2 marks)**


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**19. Mrs Adeyemi's mouth "twitched at one corner". What does this show about her feelings, and about her character?** **(2 marks)**

**20. The story ends: "For the first time, his legs agreed." Explain why this is an effective ending.** **(3 marks)**

**21. Which word in this sentence is an adverb?** **(1 mark)**

**He pulled steadily and felt the rhythm click back into place.**

**END OF SECTION A**


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# Essex and Southend-style Entrance Mock Test 5

Mark scheme and explanations

Every question was written for this product. Maths answers were computed and re-checked by script before printing. English answers are a guide: accept other sensible answers that show the same understanding and are supported by the passage. Where a question has more than one mark, give credit for each valid point. If you spot a mistake, tell us and we will correct it. Raw marks are not standardised scores and cannot be compared with any qualifying score.

## English · Section A: Reading (40 marks)

| Q | Marks | Answer | Skill |
|---|---|---|---|
| 1 | 1 | Forty-two. | Retrieval |
| 2 | 2 | It is a tight spiral that twists round and round as it climbs. 1 mark for spiral/twisting; 1 mark for the idea that it is narrow or tightly curled, linked to the shell. | Language: simile |
| 3 | 2 | The climb is long and tiring, so it feels like more than forty-two steps (1). It is funny because his legs are described as if they could argue with him (1). | Language: personification |
| 4 | 2 | The grip on a bell rope (1); it is fat/woolly and striped red, white and blue (1). | Retrieval |
| 5 | 1 | “like a sleeping cat”. | Language: identify |
| 6 | 2 | She is strict, serious or stern and notices everything. 1 mark for strict/serious; 1 mark for observant or for linking “sharp” to a piercing look. | Inference: character |
| 7 | 2 | If you are careless the heavy bell can hurt you or pull the rope out of your control (1), so you must respect it because it is more powerful than you (1). | Inference |
| 8 | 3 | She was ready to grab the rope if he made a mistake / to keep him safe (1). The simile suggests her hands were quick, fluttering and ready to move (1) and that she was a little anxious for him (1). | Language: simile |
| 9 | 2 | It copies the steady rhythm of the rope moving (1) and shows how many times he practised, until it became automatic (1). | Structure: repetition |
| 10 | 2 | It stresses that this evening is special or important (1) and builds up excitement or tension before he rings (1). | Structure: repetition |
| 11 | 1 | She will not be there to help or catch the rope, so he must manage on his own. | Inference |
| 12 | 1 | “Sam’s mouth was dry.” | Retrieval: find and copy |
| 13 | 2 | They ring one after another in order (1), from the smallest/highest to the biggest/lowest, like children coming down before the adults, or a family in order of size (1). | Language: simile |
| 14 | 1 | Made a deep, loud, ringing sound. | Vocabulary |
| 15 | 4 | (a) F (b) T (c) F (d) T. 1 mark each. | Retrieval: true or false |
| 16 | 2 | He thought “I’m actually doing it” (1), so he stopped concentrating / became too pleased with himself (1). | Inference: cause |
| 17 | 2 | Exaggeration / hyperbole (accept metaphor) (1). It shows a sudden feeling of fear or panic (1). | Language: hyperbole |


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| | | | |
|---|---|---|---|
| 18 | 2 | Any two of: stood still; watched the tail end; caught it as it came down; pulled steadily. 1 mark each. | Retrieval |
| 19 | 2 | She was pleased/proud of Sam (1), but she is a person who does not show her feelings openly (1). | Inference: character |
| 20 | 3 | It links back to the opening about the steps (1); it suggests Sam feels lighter, happy or proud, so the climb no longer feels long (1); it ends on a gentle, humorous note that shows how much he has achieved (1). | Structure: ending |
| 21 | 1 | steadily | Grammar: word class |


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