

CSSE (Essex) 11+ Style Practice Papers



English (60 marks) and Mathematics (60 marks) • written answers, not multiple choice

Pupil's name

Primary school

Date

Date of birth

How the real CSSE test is built. Children sit two written papers on the same morning. The English paper allows 10 minutes reading time and then 60 minutes: about 30 minutes on comprehension, 10 minutes on applied reasoning and 20 minutes on continuous writing. The Mathematics paper lasts 60 minutes. Each paper is standardised and weighted so that it is worth 50% of the final mark. These papers copy that shape exactly.

Paper	Time	Marks	Sections
English	10 min reading + 60 min	60	Comprehension 35 • Applied reasoning 5 • Continuous writing 20
Mathematics	60 min	60	20 questions, working shown, no calculator

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English Paper

Reading time 10 minutes, then 60 minutes to complete the test

1. Read the passage carefully when you are told to do so. You have 10 minutes.
2. Then answer the questions in this booklet. Write your answers on the lines.
3. Think carefully about the passage and its meaning. This is not a test of memory; you may look back at the passage as often as you like.
4. The number of marks for each question is shown on the right.
5. Correct spelling, punctuation and grammar are recommended throughout.
6. Work quickly but carefully. If you cannot do a question, go on to the next one and come back to it.
7. Suggested timing: Section One 30 minutes • Section Two 10 minutes • Section Three 20 minutes.

Reading time. The passage is on the next page. Read it right through once before you look at any question. To the left of each line you will see the lines have been numbered, which will help you when you answer.

The Boat Under the House

1 Grandpa's house stood on stilts at the edge of the marsh, and underneath it, in the
 2 green dark where the tide came and went, he kept a boat. I had known about the boat
 3 all my life the way you know about a rumour: often mentioned, never seen. He called
 4 her the Kittiwake. He said she had carried him further than any road ever had.

6 That August the water was low, and I went down on my hands and knees into the
 7 space beneath the boards. It smelled of salt and rope and something older, like the
 8 inside of a shell. And there she was, tilted on the mud, her paint gone the colour of a
 9 bruise, a long seam of weed along her side like a green scar. She was much smaller
 10 than I had let myself imagine. I had built her, in my head, into a ship.

12 I sat with her a long time. Above me I could hear Grandpa moving about the kitchen,
 13 the slow drag of a chair, the kettle beginning its complaint. He was eighty-one and he
 14 walked now as though the floor might not be trusted. It occurred to me, sitting in that
 15 cold green light, that the boat and the man had arrived at the same place by different
 16 roads, and that neither of them was going to be mended by wishing.

18 When I climbed out he was waiting on the step with two cups of tea, as if he had
 19 known exactly where I had been and had decided not to mind.

21 "Well," he said. "You have met her."

23 "She's smaller than you said."

25 He laughed at that, a short dry laugh like a cough. "Everything is. That's not the boat's
 26 fault." He wrapped both hands round his cup. "Your grandmother hated that boat. She
 27 said it took me away. She was right, of course. But it always brought me back, and she
 28 never gave me credit for that part."

30 I asked him if she still floated. He looked out across the marsh for so long that I
 31 thought he had not heard me, and the light went from silver to a kind of pewter while
 32 I waited.

34 "I have not put her in the water for eleven years," he said at last. "Which is not the
 35 same as saying she would sink."

37 I have thought about that sentence a great deal since. At the time I only nodded, the
 38 way you do when you are twelve and you can tell that something important has been
 39 said but you cannot yet find its edges. It was only later, much later, that I understood
 40 he had not been talking about the boat at all.

An original passage written for this practice paper.

SECTION ONE

Comprehension spend about 30 minutes on this section • 35 marks

- 1 Where exactly did Grandpa keep the Kittiwake? 1 mark

.....

.....
- 2 The writer says she had known about the boat "the way you know about a rumour". Explain what this tells you about the boat. 1 mark

.....

.....
- 3 Give three details from the third paragraph that show the boat was in poor condition. 3 marks

.....

.....

.....
- 4 The writer says the boat was "much smaller than I had let myself imagine". What does the phrase "let myself" suggest about her? 2 marks

.....

.....

.....
- 5 Explain what the writer means by the kettle "beginning its complaint". 1 mark

.....

.....

Page total (8)



6 What impression do you get of Grandpa's health? Support your answer with a quotation.

2 marks

7 The writer says "the boat and the man had arrived at the same place by different roads". Explain what she means, and why this is an important moment in the passage.

4 marks

8 Why do you think Grandpa was waiting on the step with two cups of tea?

2 marks

9 Explain what Grandpa means when he says of the boat being smaller, "Everything is. That's not the boat's fault."

3 marks

10 What do we learn about the relationship between Grandpa and his wife from what he says about the boat?

3 marks

- 11** The light "went from silver to a kind of pewter" while the writer waited. What does this description add to the passage? 2 marks

- 12** "I have not put her in the water for eleven years. Which is not the same as saying she would sink." Explain fully what Grandpa means, and what the writer later realises he was really talking about. 4 marks

- 13** Explain what the writer means by "you cannot yet find its edges". 2 marks

- 14** How does the writer show the difference between how she understood the conversation at the time and how she understands it now? 3 marks

- 15** Give the meaning of each of these words as they are used in the passage: (a) tilted (b) pewter 2 marks

Page total (13)

SECTION TWO

Applied reasoning spend about 10 minutes on this section • 5 marks

Each question below uses a coded four-letter word. The first number in the code gives the position in the alphabet of the first letter of the word. The next three numbers move forwards or backwards through the alphabet, counting letters.

For example: GOAL is coded [7][+8][−14][+11].

For example: [3][+12][+5][−1] is the code for COTS.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

- 1 Complete the code for the word CALM. 1 mark

[][][][]

- 2 Which word has the code [4][+17][−2][−8]? 1 mark

- 3 The last part of this code is missing: [7][+2][−3][]. It is still possible to work out which word it must be. What is the missing number? 1 mark

- 4 This code has a missing entry: [8][+13][][−2]. Which word must it be? 1 mark

- 5 This code has the starting number missing: [][+19][−3][+7]. Which word must it be? 1 mark

Page total (5)

Continuous writing spend about 20 minutes on this section · 20 marks

Answer BOTH questions in your own words. You should spend about 20 minutes on this section. Correct spelling, punctuation and grammar will be awarded marks.

- 1** Write about a place you know well that turned out to be different from the way you remembered it. You must aim to write at least six sentences, and you must make sure that you write with accurate spelling, punctuation and grammar.

[illegible]

- 2** Continue the passage. Write what happens next between the writer and her grandfather. You must aim to write at least six sentences, and you must make sure that you write with accurate spelling, punctuation and grammar.

[illegible]

Mathematics Paper

60 minutes • 60 marks • 20 questions

1. You may work the questions out in your head, or by writing in the white space around the question.
2. Work as quickly and as carefully as you can.
3. Make any alterations clearly. You will not lose marks for crossing out.
4. You have 60 minutes. If you cannot do a question, do not waste time on it: go on to the next one.
5. The use of electronic calculators of any description, including calculator watches, is **not** permitted.
6. The number of marks for each question is shown on the right. Show your working: some marks are for method.

A note on CSSE maths. The real paper is not a speed arithmetic test. Roughly half of it asks you to reason: to work backwards from an answer, to test whether something is always true, or to explain why there is not enough information. Questions often have parts (a), (b) and (c) that build on each other, so read the whole question before you start.

1 Calculate:

- (a) $3018 - 1479$
- (b) 47×26
- (c) $966 \div 14$
- (d) $6.4 + 0.85 + 12.07$

4 marks

- 2
- (a) How many metres are there in 3.06 km?
 - (b) Write 0.375 as a fraction in its simplest form.

2 marks

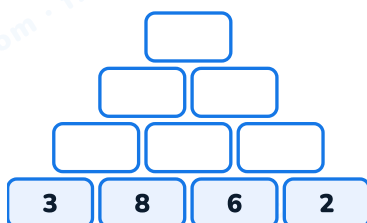
- 3
- (a) Find 15% of 840.
 - (b) A coat costs £64. In a sale it is reduced by 35%. What is the sale price?
 - (c) A number is increased by 20% and the answer is 96. What was the number?

3 marks

- 4
- The rule for getting from one number in a sequence to the next is to double the number and then subtract 3.
- (a) The sequence starts at 4. Write down the first five terms.
 - (b) One starting number gives a sequence in which every term is the same. What is it?

3 marks

- 5
- In a number pyramid, each brick is the sum of the two bricks directly below it.



- (a) The bottom row is 3, 8, 6, 2. What number goes in the top brick?
- (b) A different pyramid has bottom row 5, x, 4. The top brick is 25. Find x.

2 marks

Page total (14)

6 In these sums each shape stands for a whole number.

$$\triangle + \triangle + \bullet = 16$$

$$\bullet + \bullet + \square = 19$$

$$\triangle + \bullet + \square = 18$$

- (a) the value of the triangle
- (b) the value of the circle
- (c) the value of the square

4 marks

- 7
- (a) Prime numbers sometimes come in pairs with a difference of 2, for example 11 and 13. Which is the lowest such pair where both are greater than 100?
 - (b) Find a pair of prime numbers with a difference of 6 where both lie between 20 and 40.
 - (c) Explain why 91 is not a prime number.

3 marks

8 A rectangle has length 30 cm rounded to the nearest 10 cm, and width 8 cm rounded to the nearest cm.

- (a) Find the smallest possible perimeter.
- (b) Find the largest possible area.

3 marks

- 9
- (a) Find the mean of 4, 6, 7, 9 and 14.
 - (b) In a test, 8 boys averaged 12 marks and 12 girls averaged 17 marks. Find the mean mark for all 20 children.

3 marks

10 A father was born on 1st January 1978 and his son on 1st January 2010.

- (a) In what year was the father three times as old as his son?
- (b) In what year did their two ages add up to 100?
- (c) Find a year in which the son's age and the father's age were both square numbers.

3 marks

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- 11** (a) £84 is divided between Amy and Ben so that Ben gets £12 more than Amy. How much does Amy get?
- (b) £150 is divided between Cara, Dev and Eli so that Dev gets £10 more than Cara, and Eli gets twice as much as Dev. How much does Cara get?
- (c) How much does Eli get?

3 marks

- 12** A, C and D are built from a positive whole number B, using $A = B + 5$, $C = 5 \times B$ and $D = B \times B$. You are not told the value of B.

- (a) $5A - C$
- (b) $C \div (A - 5)$
- (c) $A \times B - C - D$

3 marks

- 13** A menu offers 3 starters, 4 main courses and 2 puddings.

- (a) How many different three-course meals are possible?
- (b) One main course sells out. How many three-course meals are possible now?

2 marks

- 14** A machine multiplies the number you put in by 3 and then subtracts 4.

- (a) What comes out if you put in 7?
- (b) What did you put in if 26 comes out?
- (c) For which number is the answer the same as the number you put in?

3 marks

- 15** (a) The three angles of a triangle are $2x$, $3x$ and $5x$. Find x .

- (b) What is the largest angle in that triangle?

- (c) Two angles on a straight line are $3y$ and $2y + 40$. Find y

3 marks

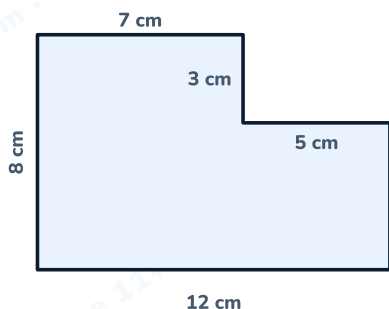
Page total (14)

16 Mrs Patel is making three identical curtains. Each curtain needs $2\frac{3}{4}$ metres of fabric. Fabric is sold only in whole metres.

- (a) How much fabric does she need altogether?
- (b) How many whole metres must she buy?
- (c) How much fabric is left over?

3 marks

17 A 12 cm by 8 cm rectangle has a 5 cm by 3 cm rectangle cut away from one corner, making the L-shape below.



- (a) Find the area of the L-shape.
- (b) Find the perimeter of the L-shape.

2 marks

18 Pens cost £1.25 each and notebooks cost £2.40 each. Priya buys 3 more pens than notebooks and spends exactly £22.00.

- (a) How many notebooks does she buy?
- (b) How many pens does she buy?
- (c) How much does she spend on pens?
- (d) If she had bought one more notebook and one fewer pen, how much would she have spent?

4 marks

19 A jacket is reduced by 20% in a sale. Its sale price is £68.

- (a) What was the price before the sale?
- (b) After the sale the shop raises the sale price by 20%. What is the new price?
- (c) Explain why this is not the same as the price before the sale.

3 marks

20 Four cards W, X, Y and Z each have a positive whole number on them. $W + X = 17$, $X + Y = 21$, $Y + Z = 26$ and $W + Z = 22$.

- (a) Find the total $W + X + Y + Z$
- (b) If $W = 8$, find X, Y and Z.
- (c) Explain why the four facts on their own are not enough to work out W.

4 marks

English mark scheme

Section One: indicative answers. Accept any answer that makes the same point in the child's own words.

Q1 (1)	Underneath the house, in the space beneath the floorboards, on the mud of the marsh where the tide came in and out.
Q2 (1)	That she had heard the boat talked about many times but had never actually seen it, so it was familiar as an idea but unproved as a fact.
Q3 (3)	Any three of: the paint had gone "the colour of a bruise"; there was "a long seam of weed along her side"; the weed is described as "a green scar"; she was tilted over on the mud rather than upright.
Q4 (2)	That she knew, at some level, that she had been building the boat up in her mind, and had allowed herself to keep believing it because she preferred the bigger version.
Q5 (1)	The kettle was starting to whine or whistle as it heated, and the noise is described as though the kettle were grumbling.
Q6 (2)	That he is frail and unsteady: he is eighty-one and "walked now as though the floor might not be trusted", which suggests he no longer trusts his own balance.
Q7 (4)	Both the boat and Grandpa have become old, worn and no longer able to do what they once did, although they got there in different ways (weather and neglect for the boat, age for the man). It matters because it is the first point at which the writer realises the boat is really a way of thinking about her grandfather.
Q8 (2)	He had guessed where she had gone and wanted her to know it was allowed; the second cup is his quiet way of accepting it without making her explain herself.
Q9 (3)	He means that everything remembered from childhood or from long ago seems bigger than it turns out to be, so the disappointment is caused by the way we remember things, not by any failing in the boat itself.
Q10 (3)	That the boat was a source of real tension: she resented the time it took him away from her, and he accepts she was right. But he also still feels she judged him unfairly by never acknowledging that he always came home.
Q11 (2)	It shows how long the silence lasted and darkens the mood, so the change in the light matches the more serious turn the conversation is about to take.
Q12 (4)	Literally: not using the boat for eleven years does not prove the boat is no longer seaworthy, only that it has not been tested. What he was really talking about was himself: being old and out of use does not mean he is finished, only that nobody has given him the chance to show otherwise.
Q13 (2)	She could tell the remark mattered but was not old enough to work out the limits of its meaning, so she could not say where the idea began or ended.
Q14 (3)	At the time she "only nodded" and explains that at twelve she could not grasp it. She then steps forward in time with "I have thought about that sentence a great deal since" and "It was only later, much later, that I understood", so the older narrator judges the moment that the younger one missed.
Q15 (2)	(a) leaning over to one side, not level; (b) a dull grey colour, like the greyish metal of that name.

Section One total (35)

SECTION TWO

Applied reasoning

- Q1 • [3][−2]** C is the 3rd letter. $C \rightarrow A$ is -2 , $A \rightarrow L$ is $+11$, $L \rightarrow M$ is $+1$.
[+11][+1]
- Q2 • DUSK** 4 is D. $D + 17 = U$, $U - 2 = S$, $S - 8 = K$.
- Q3 • +14 (the word is GIFT)** 7 is G, $G + 2 = I$, $I - 3 = F$. GIF_ can only make one real word, GIFT, so the move must be $F \rightarrow T$, which is $+14$.
- Q4 • HUGE** 8 is H, $H + 13 = U$. The last move is -2 , so the 3rd and 4th letters are two apart. Only HUGE works.
- Q5 • BURY** The first letter must be low enough that $+19$ stays inside the alphabet. Only a start of 2 (B) gives a real word: BURY.

SECTION THREE

Continuous writing (20 marks)

The CSSE marks continuous writing against bands covering ideas, vocabulary and spelling, grammar, structure and punctuation. Use the guide below to place each piece, then award marks within the band. Both questions are marked, 10 marks each.

Band	Ideas	Vocabulary and spelling	Structure and punctuation
4 8 to 10	Original, controlled writing that stays firmly on the task and develops ideas in depth	Ambitious words chosen because they are right, not to show off. Basic spelling secure	Deliberate paragraphing, varied sentence lengths, punctuation used for effect
3 6 to 7	Clear and effective. Ideas are explained rather than simply listed	Some ambitious vocabulary used well. Spelling mostly accurate	Paragraphs present, some variety in sentences, punctuation mostly secure
2 3 to 5	Relates to the task but with no clear purpose. Ideas listed rather than developed	Basic vocabulary. Ambitious words attempted but misapplied. Simple words misspelt	No paragraphs. Basic sentences, demarcation sometimes missing
1 0 to 2	Incoherent, or unrelated to the task	Very limited clarity and accuracy	No paragraphs and little sentence structure

Marking this at home. Read the piece once for enjoyment before you mark anything. Then ask three questions: did it answer the task, did it hold together, and was the writing accurate? A child who writes six excellent sentences will beat one who writes twenty rushed ones.

Mathematics mark scheme

Award method marks for correct working even where the final answer is wrong.

Q1 (4)	(a) 1539 • (b) 1222 • (c) 69 • (d) 19.32
Q2 (2)	(a) 3060 • (b) $\frac{3}{8}$
Q3 (3)	(a) 126 • (b) £41.60 • (c) 80
Q4 (3)	(a) 4, 5, 7, 11, 19 • (b) 3
Q5 (2)	(a) 47 • (b) 8
Q6 (4)	(a) 5 • (b) 6 • (c) 7
Q7 (3)	(a) 101 and 103 • (b) 23 and 29, or 31 and 37 • (c) $91 = 7 \times 13$, so it has factors other than 1 and itself
Q8 (3)	(a) 65 cm • (b) 297.5 cm^2
Q9 (3)	(a) 8 • (b) 15
Q10 (3)	(a) 2026 • (b) 2044 • (c) 2014 (son 4, father 36); 2059 (son 49, father 81)
Q11 (3)	(a) £36 • (b) £30 • (c) £80
Q12 (3)	(a) 25 • (b) 5 • (c) 0
Q13 (2)	(a) 24 • (b) 18
Q14 (3)	(a) 17 • (b) 10 • (c) 2
Q15 (3)	(a) 18° • (b) 90° • (c) 28
Q16 (3)	(a) 8.25 m • (b) 9 m • (c) 0.75 m
Q17 (2)	(a) 81 cm^2 • (b) 40 cm
Q18 (4)	(a) 5 • (b) 8 • (c) £10 • (d) £23.15
Q19 (3)	(a) £85 • (b) £81.60 • (c) the 20% rise is worked out from £68, which is smaller than £85, so the rise is worth less than the reduction was
Q20 (4)	(a) 43 • (b) $X = 9, Y = 12, Z = 14$ • (c) many sets of numbers fit all four facts (for example $W = 1$ and $W = 2$ both work), so one more fact is needed

Paper total (60)



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