



## EP.E86 Comprehension: Mixed-Genre Set 4

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · Calculators not allowed ·  
about 50 minutes

Total Marks

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Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Answer ALL questions. Show all your working.**

### Two Texts: Maps and the People Who Make Them

*Original texts written for Revision Library. Text 1 is original short fiction; Text 2 is original non-fiction.*

#### TEXT 1: THE MAP BEHIND THE SHELF (fiction)

Rehan had been sorting books into cardboard boxes for two straight hours when his uncle finally called out from the front counter that they could stop for the day. The bookshop, Whitlock's Rare and Secondhand Books, was closing at the end of the month, and every shelf had to be emptied, checked and boxed before the new owners took over and turned it, according to the sign already taped in the window, into a coffee shop.

It was while he was reaching for the last few books on the highest shelf that Rehan noticed something odd: the shelf itself seemed to wobble slightly, as though it were not properly fixed to the wall behind it. Curious, he pressed his palm flat against the dusty wood and pushed. To his surprise, the whole shelf unit swung outward on a hidden hinge, revealing a narrow gap behind it, no wider than a school ruler, in the brick wall.

Inside the gap, rolled tightly and tied with a length of faded string, was a single sheet of thick, yellowed paper. Rehan's fingers trembled slightly as he worked the knot loose and unrolled it flat across the counter. It was a map, hand-drawn in careful black ink, showing streets Rehan half recognised, though the names beneath them were older, unfamiliar spellings he had never seen on any modern sign.

In one corner, someone had drawn a small, neat cross beside a symbol that looked like a bell, and beside it, in handwriting even smaller than the rest, three words: still there, listen. Rehan turned the map over, searching for anything else, a date, a name, an explanation, but the back of the paper was completely blank.

His uncle appeared in the doorway, keys jangling, ready to lock up for the night. "Whatever you've found, it'll have to wait until tomorrow," he said, glancing at the darkening window. "Whitlock's has been here since 1891, Rehan. Believe me, anything hidden in these walls has waited a great deal longer than one more night." Rehan carefully rolled the map back up, already certain that tomorrow could not come quickly enough.

#### TEXT 2: READING THE GROUND - A SHORT HISTORY OF MAPMAKING (non-fiction)

Long before satellites circled the Earth taking photographs from space, people were already finding ways to record the shape of the world around them. Some of the oldest known maps are not drawn on paper at all but scratched onto clay tablets, dating back nearly four thousand years, showing rivers, mountains and settlements from a bird's eye view that no ancient mapmaker could possibly have seen

One of the most influential early mapmakers was Ptolemy, a scholar working in Egypt around AD 150, who collected geographical information from traders and travellers and used it to draw a map of the known world, complete with a grid of lines representing latitude and longitude. Although parts of his map were badly inaccurate, since large areas of the world were still completely unknown to him, his method of using a coordinate grid shaped mapmaking for well over a thousand years afterwards.

"What people often forget," explains Dr Naomi Foss, a historian of cartography, "is that maps were never simply neutral records of geography. Every mapmaker had to decide what mattered enough to include and what could be left out, which meant every map also carried the beliefs, priorities and limitations of the person who drew it." Medieval maps, for example, frequently placed Jerusalem at the exact centre of the world, reflecting religious belief rather than geographical accuracy.

Mapmaking changed dramatically from the fifteenth century onwards, as sailors began crossing oceans further and further from home, gradually filling in the blank spaces on the map with real, measured coastlines. By the eighteenth century, more precise instruments allowed surveyors to measure distance and elevation with far greater accuracy, and by the twentieth century, aerial photography made it possible to map entire countries from above without ever setting foot on much of the land being recorded.

Today, most people no longer unfold paper maps at all, instead relying on satellite navigation systems that update their position roughly once every second. Yet Dr Foss argues that something has been lost along the way: "A drawn map tells you what a place meant to somebody. A satellite map just tells you where you are standing right now." Whichever kind of map is being read, one thing has remained constant since those first scratched clay tablets: the basic human instinct to make sense of the world by putting it down on paper, or in a grid of light on a screen, so it can be shared with somebody else.

- 1** Look at paragraph 1 of Text 1. Why were all the shelves in the bookshop being emptied?

(Total for Question 1 is 1 mark)

- 2** Find and copy the phrase from paragraph 2 of Text 1 that shows the shelf was able to move.

(Total for Question 2 is 1 mark)

**3** Give the meaning of each of the following words as they are used in Text 1.

(a) 'wobble' (paragraph 2) (1)

(b) 'trembled' (paragraph 3) (1)

(c) 'unfamiliar' (paragraph 3) (1)

(d) 'jangling' (paragraph 5) (1)

(Total for Question 3 is 4 marks)

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**4** Look at paragraph 2 of Text 1: the gap behind the shelf is described as 'no wider than a school ruler'. Explain the effect of this comparison.

(Total for Question 4 is 2 marks)

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**5** Look at paragraph 4 of Text 1: the words 'still there, listen' are written on the map without further explanation. Explain the effect of including these words in this way.

(Total for Question 5 is 2 marks)

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**6** According to paragraph 3 of Text 1, what did Rehan find rolled and tied with string inside the gap?

(Total for Question 6 is 1 mark)

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**7** Look at paragraph 3 of Text 1. Why might the street names on the map have seemed unfamiliar to Rehan, even though he recognised the streets themselves?

(Total for Question 7 is 1 mark)

**8** According to paragraph 5 of Text 1, since what year has Whitlock's bookshop existed?

(Total for Question 8 is 1 mark)

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**9** Explain the effect of the uncle's words in paragraph 5 of Text 1: 'anything hidden in these walls has waited a great deal longer than one more night.'

(Total for Question 9 is 2 marks)

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**10** According to paragraph 4 of Text 1, what did Rehan find when he turned the map over?

(Total for Question 10 is 1 mark)

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**11** Look at the final paragraph of Text 1: Rehan is 'already certain that tomorrow could not come quickly enough'. Explain what this suggests about Rehan's feelings, and how the writer has built this feeling across the whole extract.

(Total for Question 11 is 2 marks)

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**12** Which word class best describes 'hidden' as it is used in the phrase 'swung outward on a hidden hinge' (paragraph 2 of Text 1)?

**(a)** Choose the correct word class.

**(1)**

- ☐ A) Noun
- ☐ B) Verb
- ☐ C) Adjective
- ☐ D) Adverb

(Total for Question 12 is 1 mark)

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**13** According to paragraph 1 of Text 2, how old are the oldest maps mentioned in the passage?

(Total for Question 13 is 1 mark)

- 14** Find and copy the phrase from paragraph 1 of Text 2 that describes the viewpoint shown on the ancient clay tablet maps.

(Total for Question 14 is 1 mark)

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- 15** Give the meaning of each of the following words as they are used in Text 2.

(a) 'inaccurate' (paragraph 2) (1)

(b) 'reflecting' (paragraph 3) (1)

(c) 'gradually' (paragraph 4) (1)

(d) 'constant' (paragraph 5) (1)

(Total for Question 15 is 4 marks)

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- 16** Explain why, according to paragraph 2 of Text 2, Ptolemy's method shaped mapmaking for well over a thousand years, despite parts of his map being inaccurate.

(Total for Question 16 is 2 marks)

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- 17** Explain the effect of the writer including a direct quotation from Dr Naomi Foss in paragraph 3 of Text 2.

(Total for Question 17 is 3 marks)

**18** According to paragraph 3 of Text 2, where did medieval maps frequently place the exact centre of the world?

(Total for Question 18 is 1 mark)

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**19** Explain, according to paragraph 4 of Text 2, how mapmaking changed from the fifteenth century onwards.

(Total for Question 19 is 2 marks)

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**20** Look at paragraph 5 of Text 2: "A drawn map tells you what a place meant to somebody. A satellite map just tells you where you are standing right now." Explain the effect of this contrast.

(Total for Question 20 is 2 marks)

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**21** Both texts describe something hand-drawn that carries meaning beyond simple geography. Identify one similarity between the map in Text 1 and the maps described in Text 2.

(Total for Question 21 is 2 marks)

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**22** Text 1 is fiction and Text 2 is non-fiction. Give one feature of Text 1 and one feature of Text 2 that shows this difference.

(Total for Question 22 is 2 marks)

- 23** Compare the purposes of the two texts. What is Text 1 trying to do, and what is Text 2 trying to do?

(Total for Question 23 is 3 marks)

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- 24** Look at the final paragraph of Text 2: 'the basic human instinct to make sense of the world by putting it down on paper... so it can be shared with somebody else.' Explain the effect of this ending.

(Total for Question 24 is 3 marks)

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- 25** Using details from both texts, explain two ways in which maps are shown to be more than just tools for finding your way.

(Total for Question 25 is 4 marks)

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- 26** Which text do you think is more effective at creating a sense of wonder about maps, Text 1 or Text 2? Evaluate using evidence from both texts.

(Total for Question 26 is 6 marks)

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### Question 1

- **B1** Because the bookshop was closing at the end of the month, and the new owners were turning it into a coffee shop
- **Answer: Because the bookshop was closing at the end of the month, and the new owners were going to turn it into a coffee shop.**

### Question 2

- **B1** swung outward on a hidden hinge
- **Answer: swung outward on a hidden hinge**

### Question 3

- (a) **B1** Meaning close to 'move unsteadily from side to side'
- (a) **Answer: move unsteadily from side to side**
- (b) **B1** Meaning close to 'shook slightly, especially from nerves or excitement'
- (b) **Answer: shook slightly, especially from nerves or excitement**
- (c) **B1** Meaning close to 'not known or recognised'
- (c) **Answer: not known or recognised**
- (d) **B1** Meaning close to 'making a ringing, clashing metallic sound'
- (d) **Answer: making a ringing, clashing metallic sound**

### Question 4

- **B1** Identifies that the comparison gives a precise, relatable sense of scale
- **B1** Explains the effect, e.g. it emphasises how narrow and easily missed the hidden gap was, making the discovery feel more surprising
- **Answer: Comparing the gap to the width of a school ruler gives the reader a precise, relatable sense of scale, emphasising how narrow and easily missed the hidden space was and making the discovery feel more surprising.**

### Question 5

- **B1** Identifies that the words are left unexplained, with no further context given
- **B1** Explains the effect, e.g. it creates mystery, making both Rehan and the reader desperate to know their meaning, and building intrigue
- **Answer: The words are left completely unexplained, which creates mystery and makes both Rehan and the reader desperate to know their meaning, building intrigue around the map.**

### Question 6

- **B1** A single sheet of thick, yellowed paper (a hand-drawn map)
- **Answer: A single sheet of thick, yellowed paper, which turned out to be a hand-drawn map.**

### Question 7

- **B1** Because the map was old and used older spellings or names that have since changed, showing it was drawn a long time ago (accept similar valid inference)
- **Answer: Because the map was old and used older spellings or names that have since changed, suggesting it was drawn a long time ago.**

### Question 8

- **B1** 1891
- **Answer: 1891.**

#### Question 9

- **B1** Shows the uncle is calm and reassuring, treating the discovery lightly rather than with alarm
- **B1** Suggests the mystery has existed for a very long time, adding to its sense of history and delaying its resolution, which builds suspense for the reader
- **Answer: The uncle's calm, reassuring words show he is not alarmed by the discovery, and by pointing out the mystery has waited a very long time already, the line adds a sense of history while also delaying the resolution, which builds suspense for the reader.**

#### Question 10

- **B1** Nothing; the back of the paper was completely blank
- **Answer: Nothing; the back of the paper was completely blank.**

#### Question 11

- **B1** Identifies that Rehan feels impatient and excited
- **B1** Links this to the build-up across the extract, e.g. the mystery of the map, the cryptic note 'still there, listen', and the uncle's comment about waiting
- **Answer: This suggests Rehan feels impatient and excited, a feeling the writer has built through the mystery of the hidden map, the cryptic note 'still there, listen', and the uncle's comment that the mystery will have to wait until tomorrow.**

#### Question 12

- (a) **B1** C
- (a) **Answer: C) Adjective**

#### Question 13

- **B1** Nearly four thousand years old
- **Answer: Nearly four thousand years old.**

#### Question 14

- **B1** a bird's eye view
- **Answer: a bird's eye view**

#### Question 15

- (a) **B1** Meaning close to 'not correct or exact'
- (a) **Answer: not correct or exact**
- (b) **B1** Meaning close to 'showing or representing something'
- (b) **Answer: showing or representing something**
- (c) **B1** Meaning close to 'slowly, over a long period of time'
- (c) **Answer: slowly, over a long period of time**
- (d) **B1** Meaning close to 'staying the same, unchanging'
- (d) **Answer: staying the same, unchanging**

#### Question 16

- **B1** His use of a coordinate grid, showing latitude and longitude, was a genuinely useful method, separate from the accuracy of any single map
- **B1** The inaccuracies came from missing geographical knowledge at the time, not from a flaw in his grid method itself
- **Answer: Ptolemy's coordinate grid method, using latitude and longitude, was genuinely useful regardless of the accuracy of any single map; the inaccuracies came from missing geographical knowledge at the time, not from a flaw in the method itself, which is why it continued to shape mapmaking for centuries.**

### Question 17

- **B1** Adds authority and credibility, since she is an expert (a historian of cartography)
- **B1** Makes the information feel more personal and engaging than a plain statement of fact
- **B1** Her specific point that maps 'carried the beliefs, priorities and limitations of the person who drew it' introduces a more thoughtful, critical idea about maps, making the argument feel more convincing
- **Answer: Including an expert's direct words makes the information more credible, since Dr Foss speaks with authority as a historian of cartography; her specific point that maps 'carried the beliefs, priorities and limitations of the person who drew it' also introduces a more thoughtful, critical idea, making the argument feel more convincing and engaging.**

### Question 18

- **B1** Jerusalem
- **Answer: Jerusalem.**

### Question 19

- **B1** Sailors began crossing oceans further from home, gradually filling in blank spaces with real, measured coastlines
- **B1** Later, more precise instruments and, eventually, aerial photography allowed far greater accuracy
- **Answer: Sailors began crossing oceans further from home, gradually filling in the blank spaces on the map with real, measured coastlines; later, more precise instruments and, eventually, aerial photography allowed maps to be made with far greater accuracy.**

### Question 20

- **B1** Identifies the contrast between meaning/emotion ('what a place meant') and pure location ('where you are standing')
- **B1** Explains the effect, e.g. it suggests something valuable has been lost as maps have become more accurate but less personal
- **Answer: The contrast between a map showing 'what a place meant to somebody' and one that just shows 'where you are standing right now' suggests something valuable and personal has been lost as maps have become more accurate but less meaningful.**

### Question 21

- **B1** Identifies a valid similarity, e.g. both are hand-drawn by a real person with a specific purpose in mind, rather than simply neutral records
- **B1** Supports it with reference to both texts, e.g. Rehan's map carries a hidden message ('still there, listen'), just as Text 2 explains that maps 'carried the beliefs, priorities and limitations of the person who drew it'
- **Answer: Both are hand-drawn by a real person with a specific purpose in mind, rather than being simply neutral records: Rehan's map in Text 1 carries a hidden, personal message ('still there, listen'), just as Text 2 explains that maps generally 'carried the beliefs, priorities and limitations of the person who drew it'.**

### Question 22

- **B1** Identifies a fiction feature in Text 1, e.g. it follows an invented character (Rehan) through a sequence of events, including dialogue
- **B1** Identifies a non-fiction feature in Text 2, e.g. it presents real dates, facts and an expert quotation (Dr Naomi Foss) to inform the reader
- **Answer: Text 1 is fiction because it follows an invented character, Rehan, through a sequence of events, including dialogue with his uncle. Text 2 is non-fiction because it presents real dates, facts and an expert quotation from Dr Naomi Foss to inform the reader.**

### Question 23

- **B1** Identifies that Text 1 aims to entertain and intrigue the reader through a fictional mystery
- **B1** Identifies that Text 2 aims to inform the reader about the real history of mapmaking, using facts, dates and expert opinion
- **B1** Compares the two purposes, e.g. Text 1 deliberately withholds information to build suspense, while Text 2 deliberately provides detailed information to build understanding
- **Answer: Text 1 aims to entertain and intrigue the reader through a fictional mystery, deliberately withholding information (such as the meaning of 'still there, listen') to build suspense. Text 2 aims to inform the reader about the real history of mapmaking, using facts, dates and Dr Foss's expert opinion to build understanding rather than mystery.**

#### Question 24

- **B1** Identifies that the ending draws together the whole history described in the article into one single, timeless human instinct
- **B1** Explains that 'shared with somebody else' emphasises that mapmaking has always been about communication, not just accuracy
- **B1** Explains the effect on the reader, e.g. it gives the article a satisfying, reflective conclusion that connects ancient clay tablets to modern satellite maps
- **Answer: The ending draws together the whole history described in the article into one single, timeless human instinct; 'shared with somebody else' emphasises that mapmaking has always been about communication, not just accuracy. This gives the article a satisfying, reflective conclusion, connecting ancient clay tablets all the way to modern satellite maps.**

#### Question 25

- **B1** Identifies one way from Text 1, e.g. the map hides a personal mystery and message ('still there, listen') that matters more to Rehan than any practical direction
- **B1** Supports this with a specific quotation or detail from Text 1
- **B1** Identifies one way from Text 2, e.g. maps have historically reflected belief and meaning as much as geography, such as medieval maps placing Jerusalem at the centre of the world
- **B1** Supports this with a specific quotation or detail from Text 2
- **Answer: In Text 1, the map hides a personal mystery and message, 'still there, listen', that matters far more to Rehan than any practical direction it might give. In Text 2, maps are shown to have historically reflected belief and meaning as much as geography, such as medieval maps placing Jerusalem 'at the exact centre of the world, reflecting religious belief rather than geographical accuracy'.**

#### Question 26

- **Level 1** (1-2): States a preference with little or no supporting evidence from either text.
- **Level 2** (3-4): Gives a clear opinion supported by relevant, accurate reference to at least one text.
- **Level 3** (5-6): Gives a well-reasoned, developed opinion that engages closely with both texts, using precise textual evidence to compare how each creates a sense of wonder.
- **Indicative content:**
  - Text 1 creates wonder through mystery and suspense, particularly the unexplained message 'still there, listen' and the map's hidden location behind the shelf
  - Text 1's ending, with Rehan certain 'tomorrow could not come quickly enough', leaves the reader wanting to know more
  - Text 2 creates wonder through scale and history, spanning 'nearly four thousand years' from clay tablets to satellite navigation
  - Text 2's quotations from Dr Foss add a reflective, thoughtful sense of wonder about what maps really mean to people
  - Either text can be argued as more effective, provided the answer is supported with precise evidence from both texts
  - Strong answers might argue Text 1 creates a more personal, immediate sense of wonder, while Text 2 creates a broader, more historical sense of wonder