

KS2 Focused Reading Skills Comprehension Pack Guidance

(Steps 4 – 6)

Our 'Focused Reading Skill Comprehension Packs' contain three separate comprehension activities with a related theme, and are designed to cater for all of the reading abilities within your class/key stage.

The comprehensions themselves are broken down into three levels:



Step 4 Extending Reading Skills

Designed to help pupils to extend their skills to begin to meet all of the demands of the KS2 reading content domains. These activities contain three passages of text followed by a number of related questions linked to several different reading skills. They contain eleven questions in total with some in a KS2 SATs-style layout.



Step 5 Consolidating Reading Skills

Designed to consolidate all of the expected KS2 reading skills. These activities contain three longer, more complex passages of text followed by related questions based on all of the KS2 reading content domains with twelve questions in total in many different SAT-style formats, e.g. multiple choice, find and copy, ranking/ordering, open-ended response.



Step 6 Advancing Reading Skills

Designed to very much reflect the demands of a KS2 SAT assessment where the children are expected to read a more advanced whole text before answering twelve related questions based on all of the KS2 content domain reading skills.

All of the reading skills questions relate to the eight different KS2 reading content domains. Each question has its own canine helper displayed to remind pupils what to do to answer it:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



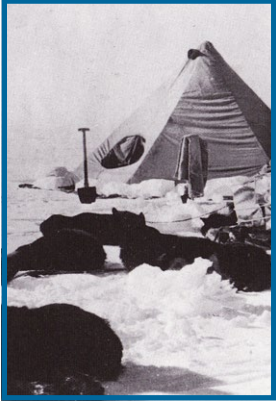
2g: Identify/explain how meaning is enhanced through choice of words and phrases.



An Extract from George Taylor's Diary

Written during the Terra Nova Expedition to Antarctica, 1910 - 1912

Saturday 12th January 1912



Dear diary,

I write this entry by the dim light of a candle, as the bitterly cold Antarctic night is now upon us.

The most extraordinary thing happened to us today as we trekked across the Beardmore Glacier. It was a long and difficult journey and the skies were becoming dark. Starving and weary, our backpacks were almost empty. Without food, we knew that we would not make it back to our shelter in Victoria Land and we did not dare to think of what would happen to us.

Scott, our group leader, decided that our best chance of survival was to try and catch fish for our supper. We toiled and struggled to the Ross Ice Shelf and began to use our pickaxes to dig a hole through the ice, revealing the freezing, Antarctic water beneath.



Q1a: Which of these places have been mentioned in the text? Tick **three**.

☐

Marie Byrd Land

☐

Victoria Land

☐

Ross Ice Shelf

☐

Beardmore Glacier

☐

Ross Island

☐

Wilkes Land

Q1b: Complete the following sentences about this diary entry. **Circle** your answers.

1) The explorer was writing by the light of a

torch

candle

lamp

lantern

2) The group leader is called

Beardmore

Ross

Victoria

Scott

3) The journey across the Beardmore Glacier was

easy and enjoyable

cold and snowy

long and difficult

short and annoying

Q2: Why did the explorers 'not dare to think of what would happen' to them?



Q3: Find and copy two verbs which show that the journey across the Ross Ice Shelf was difficult.





Of course, we were not carrying a fishing rod and bait. Using what was left from our measly ration pack, we tied a lump of beef, coated in fat, onto one of our shoe laces and dangled it into the murky water below, crossing our frostbitten fingers and hoping that our luck would change.

Suddenly, after what seemed like hours, something began to tug on the lace. All I could think about was the delicious fish I was about to eat and my stomach roared with hunger. Scott pulled the lace back through the hole in the ice and, to our astonishment, the weirdest creature we had ever seen was on the other end.

Q4: Which two items did the explorers use as their fishing rod and bait?



- ---
- ---

Q5: Why did it 'seem like hours' before something tugged on the lace?



Q6: Match the adjectives to the noun they describe in the text.

- | | |
|---------------|---------------|
| murky ● | ● ration pack |
| delicious ● | ● fingers |
| measly ● | ● water |
| frostbitten ● | ● fish |

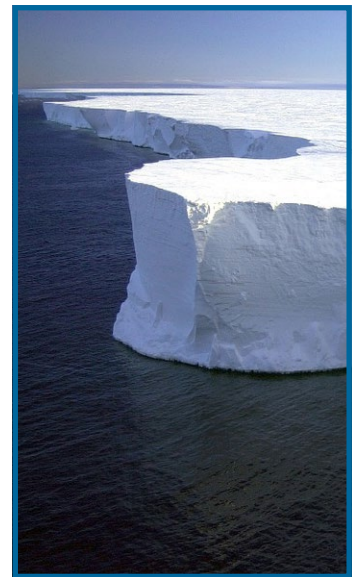


Q7: What creature do you think the explorers had discovered? Give **one** reason.

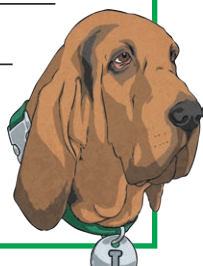


The creature's snake-like body was long and thin, with two spherical, black eyes, like marbles, bulging from its head. Its scales, which glistened like jewels, shimmered with a rainbow glow, but the creature's skin was translucent; we could see right through it. Lifting it to our snow goggles to take a closer look, we saw bright red blood rushing through its veins, all around its body and back into its heart. What had we discovered?

Feeling uneasy about our new discovery, Scott knew we didn't dare to eat our catch. The whole team nodded in agreement, suddenly not feeling too hungry anymore, as Scott threw the creature back into the icy water. It swam away and into the darkness. Without a word, the team began to head back to camp, our stomachs growling all the way.



Q8: How do you think the explorers were feeling as they headed back to camp? Use evidence from the text to support your answer.



Q9: Explain why you think that the explorers 'didn't dare' to eat their catch.
Use evidence from the text to support your answer.



Q10: Explain how George's feelings change throughout the story.



Q11: Summarise the main points of this text in 20 words or less.





An Extract from George Taylor's Diary **Answers**

Q1a: Which of these places have been mentioned in the text? Tick **three**.

- | | | |
|---|---|--|
| <input type="radio"/> Marie Byrd Land | <input checked="" type="radio"/> Victoria Land | <input checked="" type="radio"/> Ross Ice Shelf |
| <input checked="" type="radio"/> Beardmore Glacier | <input type="radio"/> Ross Island | <input type="radio"/> Wilkes Land |

Q1b: Complete the following sentences about this diary entry. **Circle** your answers.

1) The explorer was writing by the light of a

torch

candle

lamp

lantern

2) The group leader is called

Beardmore

Ross

Victoria

Scott

3) The journey across the Beardmore Glacier was

easy and
enjoyable

cold and snowy

**long and
difficult**

short and
annoying

Q2: Why did the explorers 'not dare to think of what would happen' to them?

Accept any reasonable answer which suggests that the explorers knew that they would not survive without food / in such a harsh and inhospitable climate and it is not something that they wished to think about.

Q3: Find and copy two verbs which show that the journey across the Ross Ice Shelf was difficult.

Accept the verbs 'toiled' and 'struggled' only

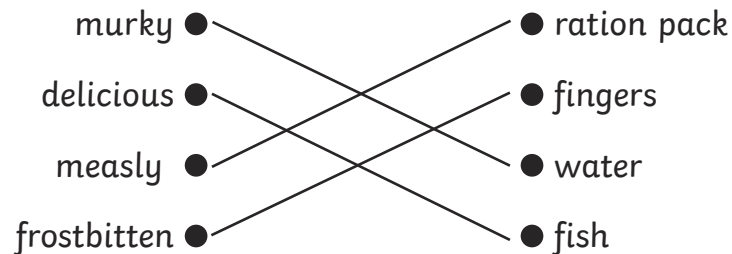
Q4: Which two items did the explorers use as their fishing rod and bait?

- **Accept the following answers only, in any order:**
- **a shoe lace**
- **a lump of beef (coated in fat)**

Q5: Why did it 'seem like hours' before something tugged on the lace?

Accept any reasonable answer which makes reference to the explorers' hunger whilst they waited for the fish, e.g. 'It could have seemed like hours because the explorers were so hungry that time dragged on whilst they waited for a fish to bite.'

Q6: Match the adjectives to the noun they describe in the text.



Q7: What creature do you think the explorers had discovered? Give **one** reason.

Accept any reasonable prediction about the nature of the creature, provided that one valid reason is given which is deduced from the text, e.g.

- **I think that the creature is an eel because the text says that its body was snake-like, long and thin.**
- **The creature could be a fish because it says in the text that it is covered in scales.**

It could be some sort of undiscovered sea lizard because its eyes were big and bulging from its head.

Q8: How do you think the explorers were feeling as they headed back to camp?
Use evidence from the text to support your answer.

Accept any answer stating that the explorers felt hungry, disappointed, annoyed, sad or despondent, as long as it is accompanied by a reasonable justification from the text, such as:

- **The explorers felt disappointed because the text says that Scott had thrown the fish back into the water and they were hoping to eat it.**
- **The explorers felt hungry because it says in the text that their stomachs were growling.**
- **The explorers could have felt despondent because they walked back to their camp 'without a word' to each other. This shows they were feeling down.**

Q9: Explain why you think that the explorers 'didn't dare' to eat their catch.
Use evidence from the text to support your answer.

Accept any answer which discusses the unusual appearance of the creature or the fact that it was previously undiscovered, such as:

- The explorers didn't dare to eat it because the text says that its body was 'snake-like' and humans do not eat snakes.
- They didn't dare to eat it because of its unusual appearance. It might not have been appetising because they could see the 'bright red blood rushing through its veins'.
- In the text, George says 'what had we discovered?' They would not want to eat something if they were not sure what it was.
- The explorers might have thought that it looked disgusting because its eyes were 'bulging from its head'.

Q10: Explain how George's feelings change throughout the story.

Accept answers which show George's feelings peak and trough, from negative, to somewhat positive and back to negative at the end, e.g.

- At first George feels low because the journey is difficult. When he thinks he will be getting food, his mood changes and becomes positive and hopeful, but when he realises that he will not be eating, George becomes downhearted and disappointed again.

Q11: Summarise the main points of this text in 20 words or less.

Accept any reasonable summary which mentions the key parts of the text within twenty words, e.g.

- The explorers were hungry. They fished for supper. They could not eat what they caught and trekked back to camp.
- Explorers in Antarctica found an undiscovered creature when fishing for supper but did not eat it and went hungry.

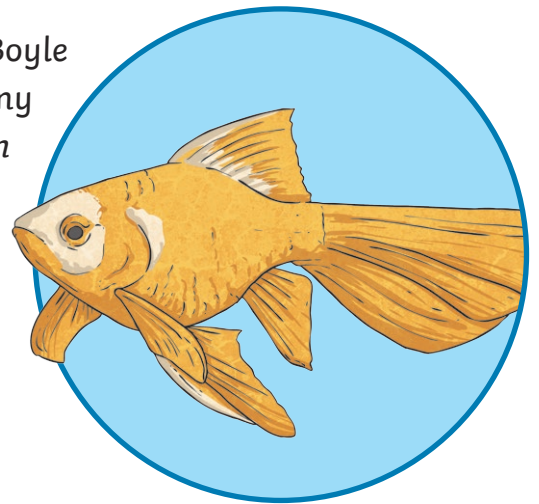


My Pet Polar Bear

It all started when Mum went to buy ice cream. “You’ll be alright,” she screeched over her shoulder as she dragged my little sister to the kiosk by the front gates of the zoo. “You’re ten now,” she continued...like I didn’t already know. “You’ll be going to high school on the bus on your own soon enough. I’m sure you can wait here on your own for one minute.”

And that’s exactly how long that they took before they came back with raspberry sauce dripping all over their shoes. Your average ten-year-old *would* have been fine on their own for just one minute. They’d have stood and watched as the magnificent bears swam through the freezing water of the giant glass tank. They’d have marvelled as two of them began a battle to the death over one measly fish head, and cooed as the little cubs sunbathed on the rocks. Your average ten-year-old wouldn’t have unzipped their backpack, shoved in an unsuspecting polar bear cub, along with a small fish for the journey home, and zipped it back up just in time for Mum to arrive back with a large cone.

Then again, I’m not your average ten-year-old. I’m Gordon Boyle and I’ve wanted a pet for as long as I can remember. No...my goldfish Spike doesn’t count... and she only let me keep *him* because I’d won him at the school’s summer funfair and she was too embarrassed to return him to the stall. I wanted a fully-fledged, interactive, responsive, living, breathing pet. Something I could play with, take to the park, feed my sprouts to under the table on Christmas Day... you know, one of those kinds of pets. Goldfish don’t even eat sprouts.



Q1: What two things did Gordon smuggle into his backpack at the zoo?

- _____
- _____

Q2: Find and copy **one** adjective that tells you that the bear cub did not know what was about to happen.



Q3: Why do you think Gordon was unhappy with a goldfish as a pet?

Use evidence from the text to support your answer.



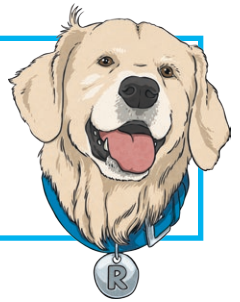
So here we are. I'm now sitting in my bedroom at 20 Whalley Road with a fully-fledged, interactive, responsive, living, breathing polar bear. Not a conventional pet, I'll admit it, but a pet nevertheless.

When you think about it, there isn't really room for a polar bear in your bedroom. Heck, there wasn't really enough room for my vast collection of football cards and yoyos, but when you've smuggled a polar bear home from the local zoo without your parents' consent, you can't exactly give it free reign of the house.

I started off with him in my wardrobe. That lasted about twelve minutes until he started howling – apparently polar bears don't really like the dark. How inconsiderate. Mum nipped in to see what all the fuss was about. I've never made up a lie so quickly in my life – not even when

Mrs Riaz caught me trying to finish off a chocolate bar underneath the table in her science lesson. Thinking fast, I told her that I had a school project to prepare about wolves and I was 'trying to get into character'. She made me do a demonstration. I don't think I'll ever live that one down.

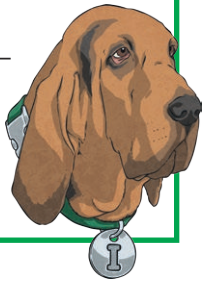
Q4: What is the name of Gordon's science teacher?



Q5: Why do you think that this text is written from Gordon's perspective?



Q6: Why was the polar bear's howling 'inconsiderate'?



Q7: *'Not a conventional pet, I'll admit it...'*

In this sentence, what does 'conventional' mean?



Q8: What is the first sign that Gordon is beginning to have doubts about his choice of pet?



After that escapade, I put him under my bed. He seems to like it there. Every now and again, he pokes his nose out of the edge and has a sniff around. He must like the fresh air – I do suppose it's a little stuffy down there between my old exercise books and my stinky football boots. Maybe I should take him outside. I'm not particularly sure how I'll walk him though. You do walk polar bears, right? I mean... can you even get a lead big enough?

This is all Mum's fault. I've been asking for a dog for years. I only really want a dog. If she'd said yes in the first place, I wouldn't be sat here at 4.30pm on a Sunday wondering about a polar bear's exercise regime and how exactly I'll manage to smuggle fish guts into my bedroom without Mum coming in with a can of air freshener. Would fish fingers do instead?

Come to think about it, when Frank grows bigger (oh, by the way, I've decided to name him Frank... as in Frank Lampard), he probably won't fit under my bed anyway. Where will I put him then? In the bath? In the attic? And if I can't smuggle a pack of fish fingers upstairs now, how will I feed him when he's bigger than me and Mum combined?

Oh, it's no use. If I come clean and admit it now, I might not get in quite as much trouble as when he chews the leg off my desk as a midnight snack. It's bound to happen. Maybe, when we drop Frank back off at the zoo, I can cry and wail so loudly that Mum will do the only thing possible to calm me down... she'll have to take me straight to Pet Palace and buy me the adorable puppy they've had in the window. Perhaps this could work in my favour after all...

Q9: *'I put him under my bed. He seems to like it there.'*

Why might Gordon think that the polar bear is happier underneath his bed?

Q10: *'Oh, it's no use.'*

What does this sentence imply about how Gordon is feeling?

Explain your answer.



Q11: Do you think that Gordon will keep Frank? Explain your answer.



Q12: Summarise the key points of the story in 20 words or less.





My Pet Polar Bear Answers

Q1: What two things did Gordon smuggle into his backpack at the zoo?

Accept the following two answers only:

- (an unsuspecting) bear cub
- a (small) fish

Q2: Find and copy **one** adjective that tells you that the bear cub did not know what was about to happen.

Accept the answer 'unsuspecting' only.

Q3: Why do you think Gordon was unhappy with a goldfish as a pet?

Use evidence from the text to support your answer.

Accept answers which state the Gordon was unhappy with his goldfish because it did not do all of the things he wanted a pet to do, providing that the answer is supported by evidence from the text, such as:

- Gordon was unhappy with a goldfish because he said he wanted a pet he could 'take to the park' and you cannot take a goldfish to the park.
- Gordon wanted an 'interactive' and 'responsive' pet and goldfish do not really answer or play with you.
- Gordon wanted a pet that would eat his sprouts on Christmas Day and he said that 'Goldfish don't eat sprouts.'

Q4: What is the name of Gordon's science teacher?

Accept the answer 'Mrs Riaz' only.

Q5: Why do you think that this text is written from Gordon's perspective?

Accept answers which pertain to Gordon's thoughts, the events happening to Gordon and him having sole knowledge of what had happened, such as:

- It is written from Gordon's point of view because only Gordon knows about the polar bear in his bedroom.
- It is from Gordon's perspective because this text is all about Gordon's thoughts and only Gordon would be able to write about those.

Q6: Why was the polar bear's howling 'inconsiderate'?

Accept reasonable answers which discuss that the polar bear's howling ruined Gordon's plan to keep him in the wardrobe, such as:

- **The howling was inconsiderate because Gordon would now have to find somewhere new to hide the polar bear.**
- **Gordon thought it was inconsiderate because it was loud and would attract his mum's attention – something he did not want.**

Q7: *'Not a conventional pet, I'll admit it...'*

In this sentence, what does 'conventional' mean?

Accept definitions which relate to normal, usual, regular, standard, ordinary, typical or common.

Q8: What is the first sign that Gordon is beginning to have doubts about his choice of pet?

Accept any answer which explains Gordon beginning to have doubts, from within this section of the text, provided that relevant evidence is given from the text in support, such as:

- **Gordon starts to have doubts in the second paragraph of this section when he starts to say it was his mum's fault and he 'only really wants a dog'.**
- **Gordon starts to have doubts when he says 'if I can't smuggle a pack of fish fingers upstairs now, how will I feed him when he's bigger than me and Mum combined?' It shows he is thinking about the fact he won't be able to look after the bear.**

Q9: *'I put him under my bed. He seems to like it there.'*

Why might Gordon think that the polar bear is happier underneath his bed?

Accept answers which relate to the polar bear's howling earlier in the text and its absence, such as:

- **Gordon might think the polar bear likes it now because he is not howling like he was when he was in the wardrobe.**

Q10: *'Oh, it's no use.'*

What does this sentence imply about how Gordon is feeling?

Explain your answer.

Accept reasonably explained answers which relate to Gordon giving up and feeling downhearted, despondent or defeated, such as:

- **It implies that Gordon is going to give up trying to keep the polar bear because he has realised it is too hard.**
- **I think it implies that Gordon is feeling defeated because it is too difficult to keep the polar bear in his bedroom like he had planned.**

Q11: Do you think that Gordon will keep Frank? Explain your answer.

Accept answers which relate to Gordon not keeping Frank, provided that an explanation is given, such as:

- **No because Gordon is thinking about coming clean and admitting it to his mum.**
- **No because Gordon is planning to make his mum get him a dog after they've dropped Frank off at the zoo.**
- **He won't keep him because he is too hard work and Gordon is hinting about telling his mum in the final paragraph.**

Q12: Summarise the key points of the story in 20 words or less.

Accept any reasonable summary of the story, which include Gordon smuggling a polar bear cub home from the zoo and struggling to look after it, in twenty words or less, such as:

'Gordon snuck a polar bear cub home from the zoo but could not look after it in his bedroom.'



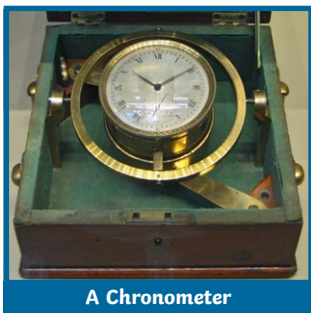
Who Discovered the North Pole?



The northernmost point of planet Earth is known as the North Pole. Standing here, every direction you point in is south; you are literally on top of the world. Despite knowing this, actually finding the North Pole is quite tricky. Unlike the South Pole, which lies on the land of the continent of Antarctica, the North Pole is in the middle of the Arctic Ocean; an ocean which is over 4000m deep and almost constantly covered by floating sea ice. The nearest landmass (Kaffeklubben Island) is over 700km away, just off the coast of Greenland, and with waves and ice which are constantly moving, planting a flag or building a permanent structure, such as the Amundsen-Scott Research Station at the South Pole, is practically impossible.



Now imagine trying to discover the North Pole without any modern technology. In the early days of polar exploration, which records serious attempts as far back as the 1500s, tools we use today to help with navigation weren't available. In fact, basic maps hadn't yet been created, as much of the Arctic regions lay undiscovered and unexplored. Although the ancient magnetic compass, which had helped travellers to navigate for centuries, *did* exist, it could never help an explorer to find a place which, when stood upon, their compass would point south in every direction.



A Chronometer

Some of the first explorers in search of the North Pole would only use two tools, though they required a lot of skill and expertise. The first, a *chronometer* – a very accurate clock – would help them to determine *longitude* (how far east or west they were heading). The second, known as a *sextant* – a piece of equipment used for measuring angles – would determine *latitude* (how far north or south they were). Between these tools, with a lot of effort, the North Pole could be found.

The honour and glory of being the first explorer to stand on the North Pole was a prize that countless adventurers longed for – many losing their lives to try and be the first to discover one of the last unexplored places on Earth. For years, unsuccessful attempts were made, one after the other – the harsh and inhospitable climate of the Polar Regions claiming numerous victims and forcing the rest to turn back. That was until the early 1900s when two American explorers *both* tried to claim the title at the same time... and no one quite knew who to believe.

Newspaper headlines around the world announced the phenomenal news that explorer Robert Peary had finally reached the North Pole on 6th April 1909. Boarding the SS Roosevelt from New York City in July the year before, Peary and his crew of twenty-three men set off to be



Robert Peary

the first to make the groundbreaking discovery. After great difficulty, and most of his party turning back due to bitter conditions, Peary is finally said to have reached the pole with his five assistants: American Matthew Henson and four Inuit men named *Ootah*, *Egigingwah*, *Seegloo* and *Ooqueah*.

However, upon seeing the news of his victory, a rival American explorer, Dr Frederick Cook, insisted that he had *already* reached the pole almost a full year earlier on 21st April 1908. Travelling with just two Inuit men named *Ahwelah* and *Etukishook*, Cook claimed that bad weather and the movement of the sea ice had stopped him from returning home to tell

everyone of his discovery, and that he and his companions were forced to spend the winter in an ice cave. So, who to believe? The North Pole can only be discovered once and, with no telephones to make the immediate call and no independent person to verify either attempt, it was left to both Peary and Cook to try and prove their victory.

Shortly after returning from the North Pole, both Peary and Cook each wrote their own version of the truth in books, which detailed their expedition and supposed discoveries. Unsurprisingly, both books immediately became bestsellers and the public continued to debate about who *they* thought had been first to the North Pole. However, when evidence provided by both explorers was examined by scientists back in America, things did not look good for either of them.



Dr Frederick Cook

Cook's evidence was rejected almost straight away by the American courts; his own companions testified against him and said that they had stopped hundreds of miles short of the Pole. They also revealed that the photographs of the North Pole itself were actually taken far away from it. Cook was a fraud.

Initially, Peary refused to hand over any details about his expedition at all and the few pieces of evidence he did show aroused suspicion. Doubt continued to rise as scholars took a closer look at his diaries and navigational techniques. However, just over seventy years after his victory was declared, scientists have discovered that Peary could also have stopped short of the North Pole, missing it by as much as thirty to sixty miles.

Did either man actually discover the North Pole?

Did both lie to claim victory and their place in the world record books?

Or did both men genuinely believe they had stepped foot on the North Pole itself?

The truth remains uncertain.

Q1: Find and copy two facts about the Arctic Ocean from the text.

- _____
- _____



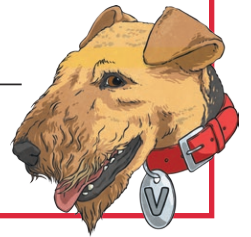
Q2: *'Now imagine trying to discover the North Pole without any modern technology.'*

In this sentence, the author speaks directly to the reader. Why do you think they do this?



Q3: Find and copy two words or phrases from the text which mean that something is very difficult.

- _____
- _____



Q4: On which date did Cook claim he had discovered the North Pole?



Q5: Find and copy two adjectives from the text which describe the climate of the North Pole.



Q6: How do you think Cook reacted when reading the headlines about Peary?
Explain your answer.



Q7: State one way in which Peary and Cook are similar and one way in which they differ.

Similar: _____

Different: _____



Q8: Why do you think that Peary was hesitant to give over any details about his expedition?



Q9: Sum up what you have read in the last four paragraphs in twenty words or less.



Q10: Do you agree with the decision of Cook's assistants to testifying against him?
Explain your answer.



Q11: The author ends the text with three rhetorical questions. Give one reason why they might have done this.



Q12: How do you think other explorers reacted upon realising that both Cook and Peary had been discredited? Give one reason for your answer.





An Extract from George Taylor's Diary **Answers**

Q1: Find and copy two facts about the Arctic Ocean from the text.

Accept any two of the following facts:

- **The North Pole is in the middle of the Arctic Ocean.**
- **The Arctic Ocean is over 4000m deep.**
- **The Arctic Ocean is almost constantly covered by floating sea ice.**
- **The waves and ice are constantly moving.**
- **Basic maps of all of the Arctic Ocean had not been created in the 1500s.**
- **Much of the Arctic Ocean remained unexplored in the 1500s.**

Q2: *'Now imagine trying to discover the North Pole without any modern technology.'*

In this sentence, the author speaks directly to the reader. Why do you think they do this?

Accept any reasonable answer pertaining to engaging the reader, e.g.

- **The author might do this to involve the reader.**
- **They might want to make the reader think.**
- **They might want the reader to put themselves in the shoes of the explorers.**
- **The author might do this to try and bring the text to life for the reader.**

Q3: Find and copy two words or phrases from the text which mean that something is very difficult.

Accept any two of the following:

- **(quite) tricky**
- **practically impossible**
- **required a lot of skill and expertise**
- **with a lot of effort**

Q4: On which date did Cook claim he had discovered the North Pole?

Accept '21st April 1908' only.

Q5: Find and copy two adjectives from the text which describe the climate of the North Pole.

Accept any two of the following:

- **harsh**
- **inhospitable**
- **bitter**

Q6: How do you think Cook reacted when reading the headlines about Peary?
Explain your answer.

Accept any answer which proposes that Cook felt annoyed, angry, upset or determined, providing that a reasonable explanation is also given, e.g.

- **I think that Cook felt annoyed that someone else had tried to claim that they had got there before him because he knew that he had done it first.**
- **Cook may have felt determined to prove that he had discovered the North Pole first because he wanted the world record.**
- **Cook may have felt upset because his efforts could have been for nothing.**
- **Frederick Cook may have been frustrated that someone else was trying to steal the victory from him.**

Q7: State one way in which Peary and Cook are similar and one way in which they differ.

Accept one answer from each of these columns:

Similar

- **They both claim to have reached the North Pole first.**
- **Both men had assistants to help them.**
- **Both men had Inuit assistants.**
- **They had both attempted to reach the North Pole within a year of each other.**

Different

- **They reached the North Pole on different days.**
- **Peary had lots more assistants than Cook.**
- **Cook had become stranded and Peary did not.**
- **Cook had slept in an ice cave whereas Peary had not.**

Do not accept superficial answers which show a lack of understanding of the text, e.g. 'they have different names'.

Q8: Why do you think that Peary was hesitant to give over any details about his expedition?

Accept any reasonable answer which explores the themes of disbelief and discrediting, e.g.

- **Peary might have known that he had lied and that the court would find out.**
- **Peary knew he did not have to prove it to anybody because he had witnesses there who would confirm his story.**
- **Peary might not have liked being accused and did not feel the need to prove or disprove what other people were thinking.**
- **Peary had already published a book which contained everything he thought people needed to know.**
- **Peary did not want to lose the world title.**

Q9: Sum up what you have read in the last four paragraphs in twenty words or less.

Accept any reasonable attempt to sum up the main points of the final four paragraphs within the word limit, such as:

- Peary and Cook both claimed to have discovered the North Pole first but both men could not prove it.
- Two men claimed they had explored the North Pole but both were found to be lying.

Q10: Do you agree with the decision of Cook's assistants to testifying against him? Explain your answer.

Accept either yes or no as an answer providing that a relevant justification is made to support their argument, such as:

Yes

- Telling the truth in court is always the right thing to do.
- Their lie was denying Peary of the world record he could have earned.
- It is always right to be honest.
- Cook was a fraud and people needed to know.
- They knew the evidence would show they were lying otherwise.

No

- They had betrayed Cook's trust.
- They might have known they would be ruining his career.
- They knew he would lose the world title and it was unkind.

Do not accept superficial answers which do not show an understanding of the text, e.g. 'Yes because I like them.'

Q11: The author ends the text with three rhetorical questions. Give one reason why they might have done this.

Accept one reason which discusses the effect on the reader, e.g.

- The author may have used them to get the reader thinking about their own conclusions about the text.
- The author wanted to engage the audience.
- They want the readers to consider what answers they would give to the questions.
- The author might want the readers to think about who they thought the real winner was.

Q12: How do you think other explorers reacted upon realising that both Cook and Peary had been discredited? Give one reason for your answer.

Accept any reasonable answer which attributes hope, optimism or determination to other explorers, providing that a reasonable justification is provided in support, e.g.

- Explorers might have felt hopeful that they could now be the first person to reach the North Pole.
- Other explorers might have gained determination to make sure they were successful in achieving the world record.
- The other explorers might have been relieved that Cook and Peary were discredited so that they could claim the victory for themselves.