



English

KS2

2019

English Reading

Reading Answer Booklet

First Name:						
Middle Name:						
Last Name:						
Date of Birth:	Day		Month		Year	
School Name:						
DfE Number:						

Total Marks

Instructions

Questions and Answers

You have one hour to complete this test, answering the questions in the answer booklet.

Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions. In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided.

Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour to read the texts in the reading booklet and answer the questions in this booklet.

Reading Answer Booklet

Questions 1–16 are about Three Mistakes (pages 1–4)

1. ***Kef dusted himself down and crept out of the cave.***

Why did Kef creep out of the cave? Tick **one**.

He was hiding from somebody.

He was unsure what he might see outside.

He was trying not to make a noise.

He did not want to disturb the others.



1 mark

2. ***he could see the great Nile river as it meandered heavily through the valley below like a slow, winding snake***

Why do you think that the author has compared the Nile river to a snake?



1 mark

3. Look at the paragraph beginning ***After finding the cave,...***

Who did Kef pray to for forgiveness?



1 mark

4. ***...his daily sunset painting the land with a crimson glow.***

What impression does the author's description give you about the landscape?



1 mark



total for this page

5. Why was Kef carrying two wooden pails?



1 mark

6. *...he lowered his body beneath its shimmering surface...*

Choose the best words to match the description above. Circle both of your choices.

The water was

choppy

glistening

muted

saturated



1 mark

as Kef

swiftly
exited it.

guzzled
handfuls
of it.

became
immersed
in it.

wallowed
endlessly
beside it.



1 mark

7. Look at the paragraph beginning *Everything happened so quickly.*

Discuss **three** ways that the author implies a sense of danger.

1. _____

2. _____

3. _____



3 marks

8. What had the crocodile been chewing on?



1 mark



total for
this page

9. Look at the paragraph beginning ***Kef looked up.***

Why did Kef pray to Khnum?



1 mark

10. ***Kef sighed. He felt defeated yet relieved.***

Why might Kef have felt defeated?



1 mark

Why might Kef have felt relieved?



1 mark

11. ***Kef rubbed his head. "What happened? The water..."***

Why did Kef rub his head? Tick **one**.

He was trying to relieve an itch.

His head was sore from his adventure.

He was confused about what had happened.

He tried to rub the sand from his body.



1 mark

12. List three things that you are told about Kef's father.

1. _____

2. _____

3. _____



3 marks



total for this page

13. *His father held out a small cup and Kef drank it all at once.*

What does this sentence imply about Kef?

1 mark

14. Based on what you have read, do you think that Kef will swim alone in the Nile river in the future?

- Yes
- No
- Maybe

Fully explain your choice, using evidence from the text to support your answer.

3 marks

15. Which of the following would be the most suitable summary of the whole text?

Tick **one**.

- Selfish Choices
- A Father's Forgiveness
- A Close Encounter
- The Sandstorm

1 mark

total for
this page

16. Reflect on the text as a whole.

Using evidence from the text to support your answer, give examples of why Kef feels shame. Discuss **two** points.



3 marks



Questions 17 – 23 are about The Gods (pages 5-7)

17. Look at the verse of the poem about the god, Sobek.

Give **two** ways in which Sobek is similar to at least one other ancient Egyptian deity.

1. _____

2. _____



2 marks



18. ***Geb with his sea-filling tears.***

Explain why the ancient Egyptians may have thought that the sea was full of Geb's tears.



1 mark



19. ***a god of baboon brotherhood.***

What does this phrase imply about Thoth?



1 mark



total for this page

20. ***Slew his brother, Osiris***

Which word is closest in meaning to the word **slew**?

Tick **one**.

transported

vexed

assisted

defeated

1 mark

21. ***(Osiris – so tragic)***

Explain why Osiris is referred to in this way.

1 mark

22. According to the eighth verse of the poem, onto what were the hieroglyphs written?

1 mark

23. Think about the poem as a whole.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

Statement	Fact	Opinion
Thoth was incredibly clever.		
Isis was married to Osiris.		
Anubis had a terrifying face.		
All ancient Egyptian gods deserved to be adored.		

2 marks

total for this page

Questions 24-33 are about Fact or Fiction?
The Pharaoh's Curse (pages 8-9)

24. In which year was Tutankhamun's tomb discovered by Howard Carter?

1 mark

25. It was an **astonishing discovery** and news rapidly spread across the world.
Which word is closest in meaning to the word **astonishing**?

Tick **one**.

- | | | | |
|----------|-----------------------|-----------|-----------------------|
| ancient | <input type="radio"/> | arduous | <input type="radio"/> |
| shocking | <input type="radio"/> | expensive | <input type="radio"/> |

1 mark

26. Look at the section of text entitled **Something Strange**.
Find and **copy** three words or phrases from this section which suggest that the facts mentioned are **not** known for certain.

1. _____
2. _____
3. _____

2 marks

27. Many people found the idea of a pharaoh's curse both frightening and fascinating.
Why might people have found the curse frightening?

1 mark

total for this page

28. List **three** things that you know about the gift that was given to Sir Bruce Ingram.

1. _____
2. _____
3. _____



3 marks

29. Cursed be he who moves my body. To him shall come fire, water and pestilence
What do you think is meant by the word pestilence in this quotation?



1 mark

30. **Lord Carnarvon's death was not quite as sinister as it was made to appear.**

What does the word **sinister** mean in this sentence?

Tick **one**.

- | | | | |
|------------|-----------------------|--------------|-----------------------|
| menacing | <input type="radio"/> | manipulative | <input type="radio"/> |
| auspicious | <input type="radio"/> | benevolent | <input type="radio"/> |



1 mark

31. Using the information from the text, put a tick in the correct box to show whether each statement is true or false.

Statement	True	False
Tutankhamun's tomb was discovered by Lord Carnarvon.		
The cobra was the ancient Egyptian symbol of mysteries.		
Global rumours arose as a result of unusual events.		
Arthur Weigall blamed Lord Carnarvon's death on ghostly 'elementals'.		



2 marks



total for this page

32. Draw lines to match each part of the story with the correct quotation from the text.

setting ●

● unusual occurrences began to happen

past events ●

● to scare intruders away

warning ●

● cursed be he who moves my body

intention ●

● the 3000-year-old tomb



1 mark

33. Below are some summaries of different paragraphs from the text. Number them 1-6 to show the order in which they appear in the text.

The first one has been done for you.

- Sir Bruce Ingram experiences a series of unfortunate events.
- Rumours started due to a series of strange events.
- Rumours of untimely deaths are quashed by statistics.
- An Egyptologist recounts a historic conversation.
- 1 An astonishing discovery sparked global interest.
- A popular Victorian author speculated on the rumours.



1 mark

End of test



total for this page

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Mark Scheme

Content Domain Coverage

Table 1: Content domain coverage for the Reading Paper

	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas meaning from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Qu.	Section 1: Three Mistakes							
1				1				
2				1				
3		1						
4	1							
5		1						
6	2							
7				3				
8		1						
9		1						
10				2				
11				1				
12		3						
13				1				
14					3			
15			1					
16						2		1
	Section 2: The Gods							
17								2
18				1				
19				1				
20	1							

Content Domain Coverage

21				1				
22		1						
23				2				
Section 3: Fact or Fiction? The Pharaoh's Curse								
24		1						
25	1							
26							2	
27				2				
28		3						
29	1							
30	1							
31		2						
32						1		
33			1					
Total	7	14	2	16	3	3	2	3

50 marks

Content domain reference	Suggested percentage	Number of marks	Percentage of total marks
2a To give/explain the meaning of words in context.	10 – 20%	7	14%
2b To retrieve and record information / identify key details from fiction and non-fiction.	16 – 50%	14	28%
2c To summarise main ideas from more than one paragraph.	2 – 12%	2	4%
2d To make inferences from the text / explain and justify inferences with evidence from the text.	16 – 50%	16	32%
2e To predict what might happen from details stated and implied.	0 – 6%	3	6%
2f To identify/explain how information / narrative content is related and contributes to meaning as a whole.	0 – 6%	3	6%
2g To identify/explain how meaning is enhanced through choice of words and phrases.	0 – 6%	2	4%
2h To make comparisons within the text.	0 – 6%	3	6%

Section 1: Three Mistakes

Qu.	Answer	Mark	Notes
1	Why did Kef creep out of the cave?		
	<p>He was hiding from somebody.</p> <p>He was unsure what he might see outside. ✓</p> <p>He was trying not to make a noise.</p> <p>He did not want to disturb the others.</p>	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for: He was unsure what he might see outside.</p>
2	Why do you think that the author has compared the Nile river to a snake?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • because it is long and thin like a snake; • because it looked curved against the ground like a snake's body does; • because it looked as though it was slithering along like a snake would. 	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Secondary Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Award one mark for any acceptable point.</p>
3	Who did Kef pray to for forgiveness?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • Shu; • the god of wind. 	1	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award one mark for any acceptable point.</p>
4	What impression does the author's description give you about the landscape?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • the landscape looked as if it was glowing because of the sun's light; • the whole landscape looked red in colour; • the landscape was lit up with a dark red tone; • the landscape was picturesque and looked like a painting. 	1	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Secondary Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Award one mark for any acceptable point.</p>

Section 1: Three Mistakes

5	Why was Kef carrying two wooden pails?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • because his job was to collect the water; • so that he could carry water back to the village; • so he could fill them with water; • so he had something to put the water in. 	1	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award one mark for any acceptable point.</p>
6	Choose the best words to match the description above. Circle both of your choices.		
	<p>Award one mark for each correct answer, up to a total of two marks:</p> <p style="text-align: center;">The water was</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">choppy</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">glistening</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">muted</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">saturated</div> </div> <p style="text-align: center;">as Kef</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block; text-align: center;">swiftly exited it.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block; text-align: center;">guzzled handfuls of it.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block; text-align: center;">became immersed in it.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block; text-align: center;">wallowed endlessly beside it.</div> </div>	Up to 2	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Award two marks for both correct answers.</p> <p>Award one mark for one correct answer.</p>
7	Discuss three ways that the author implies a sense of danger.		
	<p>Award one mark for each acceptable point, up to a total of three marks:</p> <p>Acceptable points:</p> <ul style="list-style-type: none"> • use of powerful verbs: pulling; dragging; tossing; thrashed; snapped; chomped. • use of powerful adjectives: strong; desperate. • use of powerful adverbs: incredibly; wildly; forcefully. • creates a sense of sinister mystery: half-submerged; dark figure. • shows the character's lack of clarity: water in his eyes; dark figure; the creature. • using vocabulary with negative connotations: released him from its clutches; dark figure; white froth bubbled forcefully. • using a notoriously dangerous animal, the crocodile. 	Up to 3	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Secondary Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Award 3 marks for three different acceptable points.</p> <p>Award 2 marks for two different acceptable points.</p> <p>Award 1 mark for one acceptable point.</p>

Section 1: Three Mistakes

8	What had the crocodile been chewing on?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • a wooden pail; • a water pail; • one of Kef's buckets. 	1	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award one mark for any acceptable point.</p>
9	Why did Kef pray to Khnum?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • to thank him for saving his life; • to show gratitude for not being injured by the crocodile. 	1	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award one mark for any acceptable point.</p>
10	Why might Kef have felt defeated? Why might Kef have felt relieved?		
	<p>Award up to a total of two marks for reference to any one acceptable point from both of the following sections:</p> <p>Defeated – Acceptable Points:</p> <ul style="list-style-type: none"> • Kef could have felt defeated because he lost one of his water pails and that's what he was there to do. • Kef may have felt defeated because he will no longer be able to provide water for his family with only one water pail. <p>Relieved – Acceptable Points:</p> <ul style="list-style-type: none"> • Kef might have felt relieved because he wasn't killed by the crocodile. • He may have felt relieved that the water pail stopped him from being injured. • Kef was relieved that the water pail had saved his life. <p>Do not accept two acceptable points from the same section.</p>	Up to 2	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award two marks for two acceptable points, one from each section.</p> <p>Award one mark for one acceptable point from either section.</p>

Section 1: Three Mistakes

11	Why did Kef rub his head?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • he was confused; • he was trying to aid his memory; • he didn't understand what had happened. <p>Do not accept answers which relate to Kef being injured.</p>	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>
12	List three things that you are told about Kef's father.		
	<p>Award one mark for each acceptable point, up to a total of three marks:</p> <p>Acceptable points:</p> <ul style="list-style-type: none"> • he worked in the darkness of the great tombs; • he had been at work for over a week; • he was returning home that day; • he would be home by sunset; • he would probably have told Kef off for swimming in the Nile river alone; • he sat beside Kef on the bed; • he was grateful for the water Kef retrieved; • he brought a cup of water for Kef; • he was proud of Kef's achievement; • he kissed Kef on the forehead. 	Up to 3	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 3 marks for three</p> <p>Award 2 marks for two different acceptable points.</p> <p>Award 1 mark for one acceptable point.</p>
13	What does this sentence imply about Kef?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • it implies that Kef was extremely thirsty; • it implies that Kef hadn't had a drink for a while; • it implies that Kef really needed the water he was given. 	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>

Section 1: Three Mistakes

14	Based on what you have read, do you think that Kef will swim alone in the Nile river in the future? Fully explain your choice, using evidence from the text to support your answer.	
<p>Acceptable points (yes):</p> <ol style="list-style-type: none"> 1. It is Kef's favourite place to be. 2. He felt like a pharaoh bathing in the Field of Reeds. 3. He found the crisp, cool water welcoming. 4. The cold water soothed his sore skin and feet. <p>Acceptable points (no):</p> <ol style="list-style-type: none"> 5. He was attacked by a crocodile. 6. He knew that he was lucky to survive this time and would not risk it again. 7. He is already questioning his choice. 8. He has already lost one water pail. 9. He feared what his father might say. <p>Award 3 marks for two acceptable points, with at least one supported with evidence, e.g.</p> <ul style="list-style-type: none"> • I think that Kef will swim in the Nile river again because the text says that is Kef's favourite place to be. Kef enjoyed feeling like a pharaoh bathing in the Field of Reeds. [AP1 + evidence and AP2] <p>Award 2 marks for either two acceptable points, or one acceptable point supported with evidence, e.g.</p> <ul style="list-style-type: none"> • I think that Kef won't swim in the Nile river alone because he is already wondering why he did it in the first place. I know this because the text says 'What was he thinking swimming alone?' [AP7 + evidence] 	Up to 3	<p>Content Domain: 2e To predict what might happen from details stated and implied.</p> <p>Secondary Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 3 marks for two acceptable points, with at least one supported with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point supported with evidence.</p> <p>Award 1 mark for one acceptable point.</p>

Section 1: Three Mistakes

	<p>I don't think that Kef will swim alone again because he was attacked by a crocodile and he lost one of his water pails. [AP5 + AP8]</p> <p>Award 1 mark for one acceptable point, e.g. Kef would be worried what his dad would say about it. [AP9]</p> <p>For answers which select 'maybe', one acceptable point should be taken from each section.</p>		
15	Which of the following would be the most suitable summary of the whole text?		
	<p>Selfish Choices</p> <p>A Father's Forgiveness</p> <p>A Close Encounter ✓</p> <p>The Sandstorm</p>	1	<p>Content Domain: 2c To summarise main ideas from more than one paragraph.</p> <p>Award one mark for: A Close Encounter</p>
16	Reflect on the text as a whole. Using evidence from the text to support your answer, give examples of why Kef feels shame. Discuss two points.		
	<p>Acceptable points:</p> <ol style="list-style-type: none"> 1. He felt ashamed that he had abandoned the others and hoped that they were alright. 2. He thought about what his father might say about him swimming in the Nile river alone. 3. He lost one of the two water pails needed to provide water for his family. <p>Award 3 marks for two acceptable points, with at least one supported with evidence, e.g.</p> <ul style="list-style-type: none"> • Kef probably feels shame for losing one of his water pails. The text also says that Kef feels shame when he thinks about what his father might say about his decision to swim alone in the Nile river. [AP2 + evidence and AP3] 	Up to 3	<p>Content Domains: 2f To identify/explain how information / narrative content is related and contributes to meaning as a whole and 2h To make comparisons within the text.</p> <p>Award 3 marks for two acceptable points, with at least one supported with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point supported with evidence.</p> <p>Award 1 mark for one acceptable point.</p>

	<p>Award 2 marks for either two acceptable points, or one acceptable point supported with evidence, e.g.</p> <ul style="list-style-type: none"> • The text says that Kef feels ashamed that he had abandoned the other water carriers in search of safety. [AP 1 + evidence] • Kef might feel shame for abandoning his friends and then losing one of his water pails. [AP1 + AP3] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none"> • Kef might have felt ashamed for leaving the others behind. [AP 1] 	
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Section 2: The Gods

Qu.	Answer	Mark	Notes
17	Give two ways in which Sobek is similar to at least one other ancient Egyptian deity.		
	<p>Award one mark for each acceptable point, up to a total of two marks:</p> <p>Acceptable points:</p> <ul style="list-style-type: none"> • he was fierce like Set; • he did not have a human head, just like Thoth/Horus/Anubis; • his sweat formed the water of the Nile and Geb's sweat formed the sea; • he loved fighting, just like Set. 	Up to 2	<p>Content Domain: 2h To make comparisons within the text.</p> <p>Award 2 marks for two different acceptable points.</p> <p>Award 1 mark for one acceptable point.</p>
18	Explain why the ancient Egyptians may have thought that the sea was full of Geb's tears.		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • tears are salty and so is the sea so they may have thought that the sea was made from tears; • because Geb was god of the Earth and must have created everything using parts of himself. 	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>

Section 2: The Gods

19	What does this phrase imply about Thoth?																	
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • that he looked like a baboon; • that he had the head of a baboon; • that he had a lot in common with baboons 	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Secondary Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Award one mark for any acceptable point.</p>															
20	Which word is closest in meaning to the word slew ?																	
	<p>transported</p> <p>vexed</p> <p>assisted</p> <p>defeated ✓</p>	1	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Award one mark for: defeated.</p>															
21	Explain why Osiris is referred to in this way.																	
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • because he was slain by his brother Set; • due to his untimely death; because of the sad circumstances surrounding his death. 	1	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>															
22	According to the eighth verse of the poem, onto what were the hieroglyphs written?																	
	(on) papyrus	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award one mark for: (on) papyrus</p>															
23	Think about the poem as a whole. Put a tick in the correct box to show whether each of the following statements is a fact or an opinion.																	
	<p>Award one mark for 3 boxes correctly ticked and award two marks for all 4 boxes correctly ticked.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="width: 60%;">Statement</th> <th style="width: 20%;">Fact</th> <th style="width: 20%;">Opinion</th> </tr> </thead> <tbody> <tr> <td>Thoth was incredibly clever.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Isis was married to Osiris.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Anubis had a terrifying face.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>All ancient Egyptian gods deserved to be adored.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Statement	Fact	Opinion	Thoth was incredibly clever.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Isis was married to Osiris.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anubis had a terrifying face.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All ancient Egyptian gods deserved to be adored.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Up to 2	<p>Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award two marks for all boxes ticked correctly.</p> <p>Award one mark for three boxes ticked correctly.</p>
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Fact or Fiction? The Pharaoh's Curse

Qu.	Answer	Mark	Notes
24	In which year was Tutankhamun's tomb discovered by Howard Carter?		
	1922	1	Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction. Award one mark for: 1922
25	Which word is closest in meaning to the word astonishing?		
	ancient arduous shocking ✓ expensive	1	Content Domain: 2c To summarise main ideas from more than one paragraph. Award one mark for: The poet is very concerned about environmental issues in the Arctic and the future of the narwhal species.
26	Look at the section of text entitled Something Strange. Find and copy three words or phrases from this section which suggest that the facts mentioned are not known for certain.		
	Award two marks for reference to any three of the following acceptable points. Award one mark for reference to any two of the following acceptable points: Acceptable points: • reportedly; • local rumours; • some people believed; • supposed curse.	Up to 2	Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases. Award 2 marks for three different acceptable points. Award 1 mark for two different acceptable points.
27	Why might people have found the curse frightening? Why might people have found the curse fascinating?		
	Award up to a total of two marks for reference to any one acceptable point from both of the following sections: Frightening - Acceptable Points: • they were scared of who the next victim might be; • it made them believe that supernatural powers were real and may hurt them; • they worried for the wellbeing of the others involved in the expedition; • they wondered if the same thing could happen with a discovery where they live.	Up to 2	Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text. Award two marks for two acceptable points, one from each section. Award one mark for one acceptable point from either section.

Section 3: Fact or Fiction? The Pharaoh's Curse

Qu.	Answer	Mark	Notes
	<p>Fascinating – Acceptable Points:</p> <ul style="list-style-type: none"> • they had never heard of anything like it before; • it was associated with a culture they had never experienced before; • it was unlikely to affect them so they were able to enjoy the hype surrounding it. <p>Do not accept two acceptable points from the same section.</p>		
28	List three things that you know about the gift that was given to Sir Bruce Ingram.		
	<p>Award one mark for each acceptable point, up to a total of three marks:</p> <p>Acceptable points:</p> <ul style="list-style-type: none"> • it was an ancient Egyptian paperweight; • it was shaped like a mummy's hand; • it was adorned with a scarab bracelet; • the bracelet was carved with the words 'Cursed be he who moves my body. To him shall come fire, water and pestilence'; • it was believed to have been cursed and resulted in his house catching fire and flooding. 	Up to 3	<p>Content Domain: 2b To retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 3 marks for three different acceptable points.</p> <p>Award 2 marks for two different acceptable points.</p> <p>Award 1 mark for one acceptable point.</p>
29	What do you think is meant by the word pestilence in this quotation?		
	<p>Award one mark for reference to any of the following acceptable points or any reasonable inference regarding the meaning of pestilence given the context of the quote:</p> <ul style="list-style-type: none"> • disease; • plague; • hardship; • strife; • war. 	1	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Secondary Content Domain: 2d To make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>

Section 3: Fact or Fiction? The Pharaoh's Curse

Qu.	Answer	Mark	Notes															
30	What does the word sinister mean in this sentence?																	
	menacing ✓ manipulative auspicious benevolent	1	Content Domain: 2a To give/explain the meaning of words in context. Award one mark for: menacing															
31	Using the information from the text, put a tick in the correct box to show whether each statement is true or false.																	
	Award one mark for 3 boxes correctly ticked and award two marks for all 4 boxes correctly ticked.	Up to 2	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Award two marks for all boxes ticked correctly. Award one mark for three boxes ticked correctly.															
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32	Draw lines to match each part of the story with the correct quotation from the text.																	
	Award one mark for all lines drawn correctly:	1	Content Domain: 2f To identify/explain how information / narrative content is related and contributes to meaning as a whole. Award one mark for all lines drawn correctly.															

Section 3: Fact or Fiction? The Pharaoh's Curse

33	Below are some summaries of different paragraphs from the text. Number them 1–6 to show the order in which they appear in the text. The first one has been done for you.		
	Award one mark only for all of the points numbered correctly. 5 Sir Bruce Ingram experiences a series of unfortunate events. 2 Rumours started due to a series of strange events. 6 Rumours of untimely deaths are quashed by statistics. 4 An Egyptologist recounts a historic conversation. 1 An astonishing discovery sparked global interest. 3 A popular Victorian author speculated on the rumours.	1	Content Domain: 2c To summarise main ideas from more than one paragraph. Award one mark only for the correct sequence.

Reading Booklet

2019

Key Stage 2 English Reading

Three Mistakes

Pages 1 - 4

The Gods

Pages 5 - 7

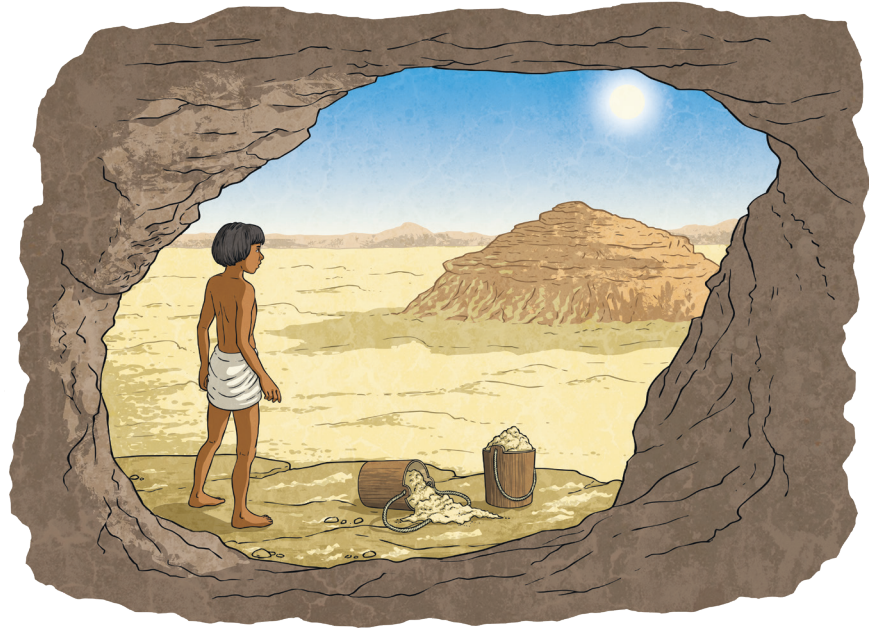
Fact or Fiction?

The Pharaoh's Curse

Pages 8 - 9



Three Mistakes



Kef dusted himself down and crept out of the cave. He looked around, shielding his eyes from the glare of the sun. From this position in the hills, he could see the great Nile river as it meandered heavily through the valley below like a slow, winding snake. “That’s good,” he thought, “not too far away.” He grabbed his two wooden pails and tipped out the sand, wondering how long he had been hiding from the sandstorm. It had come out of nowhere, pushing him sideways and stinging his eyes. It was the strongest wind he’d ever known, separating him from the others. Instead of joining hands to find shelter together, Kef had panicked, turning blindly into the storm to find his own place to hide.

That had been his first mistake.

After finding the cave, Kef had prayed to Shu, god of wind, asking for forgiveness if he had angered him in some way. He felt ashamed that he had abandoned the others and hoped that they were alright.

Kef looked up. The sun had moved to the west and there wasn’t a wisp of cloud in sight. He’d left the village at dawn but the position of the sun told him it was now mid-afternoon.

His mind turned to his father, who had been working in the darkness of the great tombs for over a week. Today, he would return home and Kef did not want to disappoint him. Along with the other boys, it was Kef’s job to replenish the water in the village. His father would be home by the time Atum – god of the setting sun – had sunk low onto the horizon; his daily sunset painting the land with a crimson glow. It meant Kef hadn’t a moment to lose. He pushed away the wall of sand that had gathered across the cave’s entrance and scampered out, dragging the pails as he half-ran, half-skidded down the rocky hillside.

The water felt crisp and welcoming when Kef eventually arrived at the Nile’s banks; he crouched low, splashing his face and arms. Stepping in, he cupped his hands and brought the water to his lips again and again. His mouth was so dry after the sandstorm and the sun had been so

Three Mistakes

hot that it had burnt his feet. But now, every stinging whip of sand and every burning step felt worth it. The great Nile was Kef's favourite place to be and, as he lowered his body beneath its shimmering surface, he couldn't help but feel like a pharaoh bathing in the Field of Reeds. Holding onto the pails, he stretched and pushed out with his feet, allowing his body to drift towards the deeper part of the river. The water felt colder here but it was still so refreshing. Kef turned onto his back and allowed the current to pull him gently. He knew he had to get back; he knew he hadn't the time to relax but it felt so good. For just a moment, he closed his eyes...

That was his second mistake.

Just like the sandstorm, the creature came from nowhere. One minute he was drifting peacefully with only the sound of rippling water in his ears, the next he was being dragged below the surface, underwater roars bubbling and surging through his head.



Everything happened so quickly. Kef was aware of something incredibly strong pulling and dragging him, tossing him this way and that. He thrashed wildly with his arms and legs and the creature released him from its clutches. Kef swam to the surface and took a desperate breath of air. Water was in his eyes and the sun was sparkling sharply off the river's surface but he could just make out the dark figure of the crocodile. It was half-submerged in the water beside him; white froth bubbled forcefully from its mouth as it snapped and chomped at something between its teeth.

Kef kicked out and twisted away, using all of his energy to propel himself towards the banks of reeds, using them to pull himself in. As he did, he glanced back – just for a split-second – to see the open jaws of the crocodile hurtling towards him with surprising speed. Kef turned, yanked hard and threw himself towards the land. Water surged against his head and back as the crocodile lurched onto the river bank, a mere arm's-length behind. Kef rolled over and scrambled to his feet, almost tripping over the long reeds. He took two steps... three... four... before hitting the hot sand and collapsing to the ground.

Breathing heavily, Kef lifted his head. The crocodile glared at him from the river's edge, half in and half out of the water. Kef didn't move. He just lay there, breathing wildly with the sand

burning against his skin.

The crocodile blinked as it slid backwards into the river. Within moments, it had disappeared into the depths of the great Nile. Kef sighed. His heart was racing as he tried to gather his thoughts. What was he thinking swimming alone? He thought about what his father might say and felt ashamed.

Kef looked up. The sun had lowered even more towards the west. He needed to get back. Hauling himself up, Kef felt his body for wounds. There was nothing; he couldn't understand. The crocodile had dragged him underwater. It must have bitten him somewhere. Kef prayed to Khnum, thanking him for sparing his life, before turning his attention to his two pails. He needed to fill them with water and return to the village as soon as possible. If he didn't, his family would have nothing to drink.

He looked around but could see only one pail lying limply by the water's edge. He stepped closer. The other pail was in pieces in the water. "That must have been what the crocodile was chewing on," Kef thought.

Kef sighed. He felt defeated yet relieved. He had lost one of the pails but he felt thankful. If it wasn't for the pail, the crocodile would have bitten **him**. It had saved his life. He dipped the remaining pail into the glistening Nile and headed back towards the village.

Hours passed. Even though there was only one pail, it was harder to carry without the other to even out the weight. The sun had lowered but the heat remained. Every step burnt as Kef stumbled over sand and rock, desperately trying to get back before nightfall.

As Atum slowly melted into a low, crimson glow, Kef stumbled again. Feeling dizzy, he lowered the pail to the ground, mindful not to spill a drop of the water. He hadn't taken a sip the entire journey, such was his determination to bring as much water back as possible.

That was his third mistake.

When Kef awoke, he was on his bed with his father sat next to him.

"Father?" Kef said, sleepily.

"Good evening, Kef," his father replied.

Kef rubbed his head. "What happened? The water..."

"Safely received, thank you," his father said. "The other boys found you at the top of the mountainside with the pail of water beside you, which is remarkable in itself."

"Remarkable? I don't understand. Are you not angry that I brought only one pail back?"

"Angry? The other boys brought home none! Not only did you beat them back but you brought

water for the entire village.”

“The entire... what do you mean?”

“Everyone has had their share, Kef. Here’s yours.” His father held out a small cup and Kef drank it all at once. “It is enough water for everyone for tonight. As soon as Ra’s light shines in the morning, the boys will return to the river.”

“But...”

“Well done, Kef,” his father said, proudly. “You saved the village. I don’t know what happened but the gods must have been shining down on you today.”

Kef sat back and remembered everything that had happened: the sandstorm; the hot, beating sun; the broken pail; the crocodile; falling unconscious...

“Goodnight, Kef,” his father whispered, lowering himself to kiss his son on the forehead.



That night, Kef slept well. He dreamt he was with Sobek – god of the Nile crocodile – drifting along the river with all the other crocodiles swimming peacefully behind. The great Nile was Kef’s favourite place to be and, as he swam beneath its shimmering surface, he couldn’t help but feel like a pharaoh bathing in the Field of Reeds.

The Gods

The ancient Egyptians lived long, long ago;
three thousand years counting or more.

With farm land to tend and vast crops to grow,
and pharaohs to give their lives for.

The Nile gave new life and the sun's rays beat down,
over deserts all covered in sand.

The great kings – they reigned with a throne and a crown,
but all men knew gods owned the land.

Sobek was fierce with a crocodile's head;
with deadly teeth just used for biting.

His sweat formed the Nile that flows out to the Med -
he was also a god who loved fighting.

God of the Earth, whose laughter caused quakes:

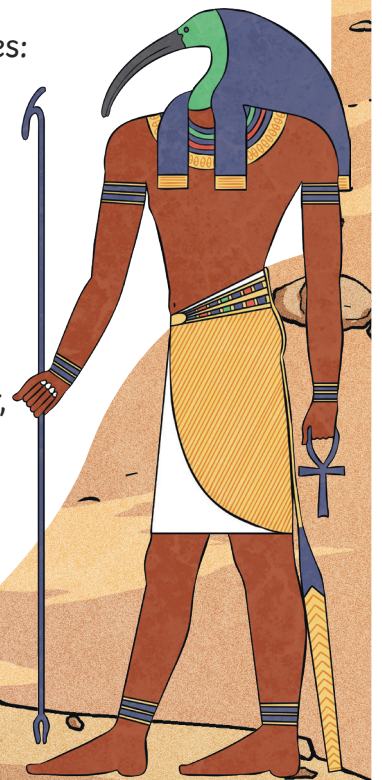
Geb with his sea-filling tears.

A lumbering giant, the father of snakes,
grew crops through his seasons and years.

Thoth was the moon-god; the cosmos-creator,

He balanced o'er evil and good.

A writing-inventor, a world-educator;
a god of baboon brotherhood.



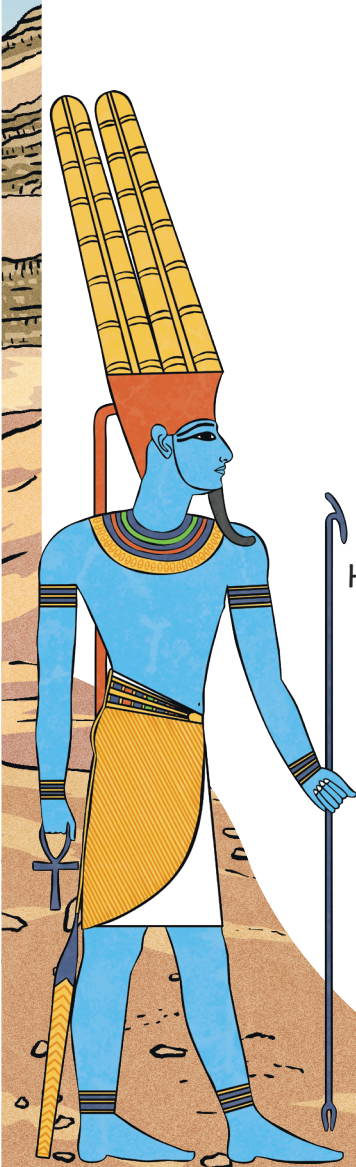
Set loved disorder, violence, delusion;
o'er deserts and great storms he ruled.
Slew his brother, **Osiris** and, in the confusion,
vengeance and war he had fuelled.

Isis was goddess of marriage and magic,
wisdom and motherhood, too.
Mourning her husband (Osiris – so tragic),
she gave life to a privileged few.

With the head of a falcon, the god of the sky,
Horus's dad was Osiris.
He defeated his uncle, though losing an eye,
so the hieroglyphs say on papyrus.

The embalming god with a black jackal's face,
was **Anubis** – the god of the dead.
He weighed sinful hearts in an underworld place;
to the afterlife, good souls he led.

The defining god of Egyptian belief,
was **Ra**, the god of the sun.
He joined up to work with another big chief;
the mysterious, hidden **Amun**.



Together becoming the ultimate being;
the formidable **Amun-Ra**:
the 'King of the Gods'; immense; all seeing;
the maker of sun and all stars.

These are the gods of the ancient Egyptians;
prayed-to, beloved, adored.

Their powers, traditions and every depiction
worshipped and never ignored.





Fact or Fiction?

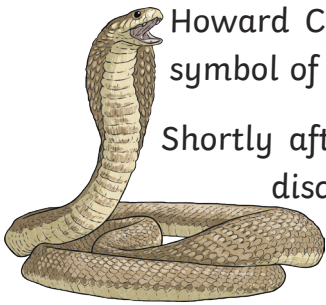
The Pharaoh's Curse

In 1922, the 3000-year-old tomb of the great pharaoh, Tutankhamun, was discovered by archaeologist, Howard Carter. It was an astonishing discovery and news rapidly spread across the world. Suddenly, everyone wanted to know about pharaohs, pyramids and everything else associated with ancient Egypt.



Something Strange

However, soon after the tomb's discovery, unusual occurrences began to happen.



Howard Carter's canary was reportedly killed by a cobra – the ancient Egyptian symbol of monarchy. This sparked local rumours of a curse.

Shortly after this, people mysteriously started to die. A year after Tutankhamun's discovery, the man who funded the expedition, Lord Carnarvon, became gravely ill. Some people believed that this confirmed that the supposed curse was real.

Newspaper Stories

Many people found the idea of a pharaoh's curse both frightening and fascinating; it unsurprisingly fuelled many stories in global newspapers. Sir Arthur Conan Doyle, a popular Victorian author, wrote that Lord Carnarvon's death had been caused by ghostly 'elementals'.



Arthur Weigall, an Egyptologist and journalist, said that he had watched Lord Carnarvon laugh and joke outside Tutankhamun's tomb just six weeks before he died. When it happened, Weigall was reported to have turned to a fellow reporter to utter the spooky words, "I give him six weeks to live."

In 1925, the archaeologist, Henry Field, explained how Howard Carter's friend, Sir Bruce Ingram, was given an ancient Egyptian paperweight as a gift. It was shaped like a mummy's hand with a scarab bracelet on its wrist. On the bracelet were carved the words:

*Cursed be he who moves my body.
To him shall come fire, water and pestilence.*

Not long after receiving the gift, Ingram's house suffered a terrible fire. When it was eventually rebuilt, the house then suffered a great flood.

In all, eight people who were present when Tutankhamun's tomb was discovered died within 12 years. It seemed as though the pharaoh's curse was real.

The Truth

However, the curse doesn't seem quite as frightening when the facts are looked at more closely.



Although eight people died within 12 years of the discovery, there were 46 others who lived long and healthy lives – including Howard Carter himself. Lady Evelyn Herbert, who was one of the first people to enter the tomb, lived for a further 57 years.

Additionally, Lord Carnarvon's death was not quite as sinister as it was made to appear in the newspapers. The truth was that he had been suffering from poor health before the expedition and actually died from a mosquito bite.

Surprisingly, some people even suggested that it was Howard Carter himself who created the idea of the curse to scare intruders away from his amazing discovery.

Whatever the truth behind the pharaoh's curse, one thing is for sure: it made for a fantastic story.