



Date: _____ Name: _____ Number: _____

MARK SCHEME – Topaz Band 13 – The Olympic Games

Pages 2 & 3: According to the text, what do many athletes see as being a great achievement in their careers? (KNOWL)

Winning an Olympic Gold medal.

Pages 4 & 5: *'Winners were given a crown made of Olive branches from a sacred tree near the temple of Zeus.'*

Give the meaning of the word 'sacred' in this sentence. (WORDS)

Pupils should observe that the word sacred is emboldened, so their meanings should have come from the book's glossary: Something with a special religious meaning.

Pages 8 & 9: What do the five interlocking rings represent? (KNOWL)

The five rings represent the five continents of Africa, the Americas, Asia, Australia and Europe.

Pages 14 & 15: How is the Olympic flame lit at each stadium?

(KNOWL)

Accept answers that relate to the idea of the flame being carried by a number of runners between Olympia and the Olympic stadium.

Do not accept answers that state that Olympic flame is lit in Olympia using the sun's rays.

Pages 20 & 21: Describe two differences between the decathlon and the heptathlon. (KNOWL)

Accept:

Men take part in the decathlon whereas women take part in the heptathlon.

The decathlon has ten athletic events whereas the heptathlon has seven athletic events.

Do not accept general statements; *The decathlon has more events.*

Page 29: Why do you think the author describes Iraq's win in 2004 a 'shock result'? (INF)

Accept:

It was a very surprising result.

Nobody expected Iraq to win.

Portugal was seen as the stronger team.

Portugal had Cristiano Ronaldo playing who is a very experienced player.

Do not accept:

Iraq was a rubbish team (or similar).

Page 31: '*Points are taken off for illegal hits, such as blows below the waist.*'

What does the word 'illegal' mean in this sentence? (LANG)

Accept: Against the rules of the sport.

Do not accept: Any answer that makes reference to breaking the law.

Page 39: Why does the author describe the skiing events as 'very dangerous'? Use information from the text as well as your own knowledge to explain your answer. (INF)

Accept answers that highlight the aspects of the sport that make it high risk.

Steep slopes; Fast speeds; high ramps; jumping through the air

Do not accept answers where the text has not been used; *It looks very dangerous.*

Pages 40 & 41: Which event do you think is most dangerous and why? Include ideas from the text and imagery to justify your answer. (INF)

Accept answers where the pupil has chosen an event from these pages, supported by a reason also from these pages. Answers may include reference to the images.

E.g.:

I think the bobsleigh event is most dangerous because of the incredibly high speeds involved (94mph).

I think the luge is most dangerous as the riders wear little protection and lie close to the ground.

I think speed skating is most dangerous because if you fall, the people behind will crash in to you.

Page 43: Below are words that describe the personal qualities of people. Not all of them could be used to describe the personal qualities needed to be an Olympic athlete. Choose 3 words that could be used to describe an Olympic athlete, and explain why below. One has been done for you. (WORDS)

Confident	Strict	Truthful	Dependable	Friendly
Clownish	Cunning	Trusting	Self-Disciplined	Active
Indecisive	Well-Read	Ambitious	Clumsy	Diligent
Unobservant	Adventuresome			

I think that an Olympic athlete must be: confident because they must be able to perform in front of large crowds in the stadiums.

I think that an Olympic athlete must be: _____ because _____.

I think that an Olympic athlete must be: _____ because _____.

I think that an Olympic athlete must be: _____ because _____.

Answers will vary for this task. Check that suitable personal characteristics have been chosen and that the reasons relate to an aspect of an athlete's life. Reasons may come from the book or from wider knowledge.

This text is a non-fiction, information text. Tick only the features below that can be found in an information text. (STRUC)

<input checked="" type="checkbox"/> Index	<input type="checkbox"/> Characters	<input checked="" type="checkbox"/> Formal language
<input type="checkbox"/> Events	<input type="checkbox"/> Chapters	<input type="checkbox"/> Dialogue
<input checked="" type="checkbox"/> Glossary	<input checked="" type="checkbox"/> Headings	<input checked="" type="checkbox"/> Diagrams
<input checked="" type="checkbox"/> Contents page	<input type="checkbox"/> Colloquialism	<input type="checkbox"/> A problem to solve