

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9786 CLASSICAL HERITAGE

9786/04

Paper 4 (The Classical Heritage), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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- Essays must have a particular focus on heritage and/or reception and, therefore, address the particular requirements of AO3. It will be very unlikely that an answer to a Board-approved essay that ignores AO3 will attain a mark above Level 1.
- The full range of marks will be used as a matter of course.
- Examiners will look for the 'best fit', not a 'perfect fit' in applying the Levels. HOWEVER, essays not deploying material over the full range of the three AOs will be very unlikely to attain a mark in Level 5.
- Examiners will provisionally award the middle mark in the Level and then moderate up/down according to individual qualities within the answer.
- Answers may develop a novel and possibly intuitive response to a question. This is to be credited if arguments are fully substantiated.
- Provision of a bibliography is compulsory. If it is missing, examiners will deduct 4 marks.
- The ratio of marks AO1 to AO2 to AO3 is 1:1:2.

Level/marks	Descriptors
5 50–40 marks	<ul style="list-style-type: none"> • The essay may not be perfect but is, nonetheless, a model of clarity in answering the question convincingly. • Strongly focused analysis throughout. • Sustained arguments and conclusions with a strong sense of direction. • Apposite material well used to build a cogent case. • Sustained exploration of relevant heritage and/or reception (AO3).
4 39–30 marks	<ul style="list-style-type: none"> • Engages well with the question. • Clear analysis across most but not all of the answer. • Expresses arguments and conclusions with fluency in a logically planned way. • Apposite material well used to build a cogent case. • Good exploration of relevant heritage and/or reception (AO3).
3 29–20 marks	<ul style="list-style-type: none"> • A determined response to the question. • Reasonable analysis, but at the lower end more limited. • Reasonable arguments and conclusions, but not well sustained. • Reasonable range of relevant material used adequately. • Reasonable exploration of relevant heritage and/or reception (AO3).
2 19–10 marks	<ul style="list-style-type: none"> • Some engagement with the question, but limited understanding of the issues. • Analysis is limited. • Constructs arguments in a limited way. Any conclusions are limited/thin. • Material used is limited in range and/or uneven. Perhaps some irrelevance. • Limited reference to heritage and/or reception (AO3).
1 9–0 marks	<ul style="list-style-type: none"> • Little or no engagement with the question. • Little or no attempt to offer analysis. • Little or no argument displayed. Any conclusions are very weak. • Little or no relevant material used. • Little or no reference to heritage and/or reception (AO3).