



# Cambridge Pre-U

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**HISTORY**

**9769/06**

Paper 6 Personal Investigation

**For examination from 2022**

MARK SCHEME

Maximum Mark: 30

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**Specimen**

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **6** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## Introduction

The Personal Investigation is marked out of 30, using the levels-based mark scheme below.

## Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Assessment Objectives

**AO1** Recall, select and deploy historical knowledge appropriately.

**AO2** Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

**AO3** Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

**Levels-based mark scheme for Personal Investigation**

These level descriptions address Assessment Objectives (AOs) 1, 2 and 3.

<b>Level</b>	<b>Description</b>	<b>Marks</b>
5	<p>Relevant and accurate historical knowledge is judiciously selected to exemplify arguments in appropriate range and depth.</p> <p>The response is coherent, well structured and demonstrates clear direction. It contains strongly supported arguments applicable to the question. It demonstrates thorough investigation of themes and arguments.</p> <p>The response develops, analyses and evaluates a range of arguments, with a precise focus on the question. It includes clear and well-supported judgements throughout.</p> <p>Source material and/or historical interpretations are critically evaluated throughout as appropriate to their context and the argument and analysis produced.</p>	25–30
4	<p>Relevant and accurate historical knowledge is used to exemplify the main arguments in appropriate range and depth.</p> <p>The response is coherent, soundly structured and has direction. It contains supported arguments mainly applicable to the question. Themes and arguments are investigated.</p> <p>The response develops and analyses a range of arguments and begins to evaluate them with a broad focus on the question. Most arguments include supported judgements.</p> <p>The response includes some critical evaluation of source material and/or historical interpretations, generally as appropriate to their context and the argument and analysis produced.</p>	19–24
3	<p>Some relevant and generally accurate historical knowledge is used to exemplify some aspects of arguments in appropriate range and depth.</p> <p>The response is generally coherent and soundly structured. It mostly has direction. It contains some supported arguments applicable to the question. It demonstrates investigation of the main issues. Some parts of the response are descriptive, narrative or generalised.</p> <p>The response constructs, and may develop, arguments relevant to the question. The arguments may not be evaluated. The response includes some judgements, possibly placed in the conclusion.</p> <p>The response includes some critical evaluation of sources, which may be underdeveloped or generic in its approach, and may not be linked to the context or the argument produced.</p>	13–18
2	<p>A limited range of relevant historical knowledge is used that may contain some inaccuracies. The response includes examples that may support aspects of arguments or the topic.</p> <p>The response is generally coherent, with some direction, and is mostly relevant to the arguments or topic. There is limited investigation of the main issues and the response is mostly descriptive, narrative or generalised.</p> <p>The response introduces arguments and attempts judgements. The judgements may be generalised or asserted.</p> <p>Critical evaluation is generic or illustrative in its approach or paraphrases source material.</p>	7–12

<b>Level</b>	<b>Description</b>	<b>Marks</b>
1	Some historical knowledge relevant to the topic is used, with inaccuracies. The response may give some examples that relate to aspects of the topic. The response has some coherence. It shows little direction or focus. Few parts of the response are relevant. It responds to some of the issues raised by the topic. The response may be characterised by description, narrative, assertion and generalisation.	1–6
0	No creditable response	0

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