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## Why choose Cambridge International?

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Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**'We think the Cambridge curriculum is superb preparation for university.'**

**Christoph Guttentag**, Dean of Undergraduate Admissions, Duke University, USA



### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## 1 Why choose this syllabus?

We live in the digital era, an information-rich society in which young people need the skills and dispositions to think critically and creatively. Thinking critically will enable learners to identify, analyse and evaluate situations, ideas and information. Thinking creatively will enable learners to solve new problems and approach new challenges.

The Cambridge International Project Qualification (Cambridge IPQ) is a brand new standalone qualification, designed to provide an opportunity for learners to develop these skills and dispositions by carrying out research into a topic of their choice linked to their AS or A Level studies. Through completing this qualification young people will gain the confidence to successfully navigate the opportunities and challenges of the digital era.

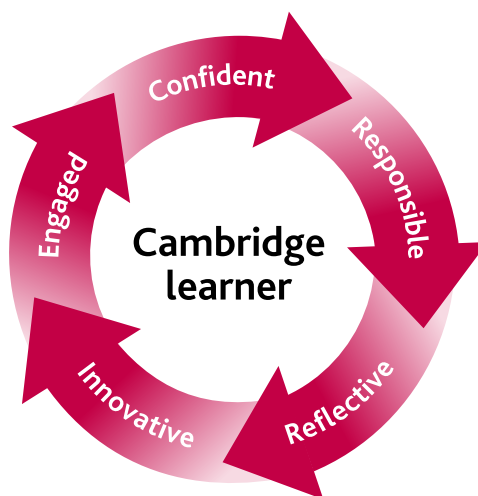
The qualification exemplifies our educational philosophy of learn, discover, achieve. It challenges learners with an authentic assessment task that fosters deep learning, and seeks to stretch and develop them as inquisitive learners.

Studying for the Cambridge IPQ allows learners to demonstrate engagement with their chosen topic beyond preparation for an exam. Academic evidence suggests that this sort of deeper engagement will help develop their ability to learn and foster the strategies to be lifelong learners.

This syllabus builds on the higher-order thinking skills of analysis, evaluation and synthesis but also focuses on developing learners' research, reflection and communication skills.

Learners are given the opportunity to cross academic boundaries and think in innovative ways. They will explore different approaches to solve problems and issues they face during the research process. By constructing an appropriate question, undertaking a literature review and designing and carrying out a research project, learners will gain the confidence to take intellectual risks and will be better placed to make a successful transition to higher education, employment and lifelong learning. They do this in consultation with their teacher who will support them in:

- identifying a suitable research topic
- devising and developing an appropriate research question
- planning and carrying out the research, including undertaking a literature review
- identifying and using appropriate research methods
- writing a 5000 word report
- using appropriate academic conventions for presentation of the report
- keeping track of their progress through the use of a research log.



**'Cambridge students develop a deep understanding of subjects and independent thinking skills.'**

Tony Hines, Principal, Rockledge High School, USA

## Recognition and progression

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International qualifications gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

The Cambridge IPQ will equip learners with a coherent theoretical and practical basis of transferable skills and key knowledge suitable for a range of careers in any profession.

Depending on local university entrance requirements, the Cambridge IPQ may permit or assist progression directly to university courses in a range of subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

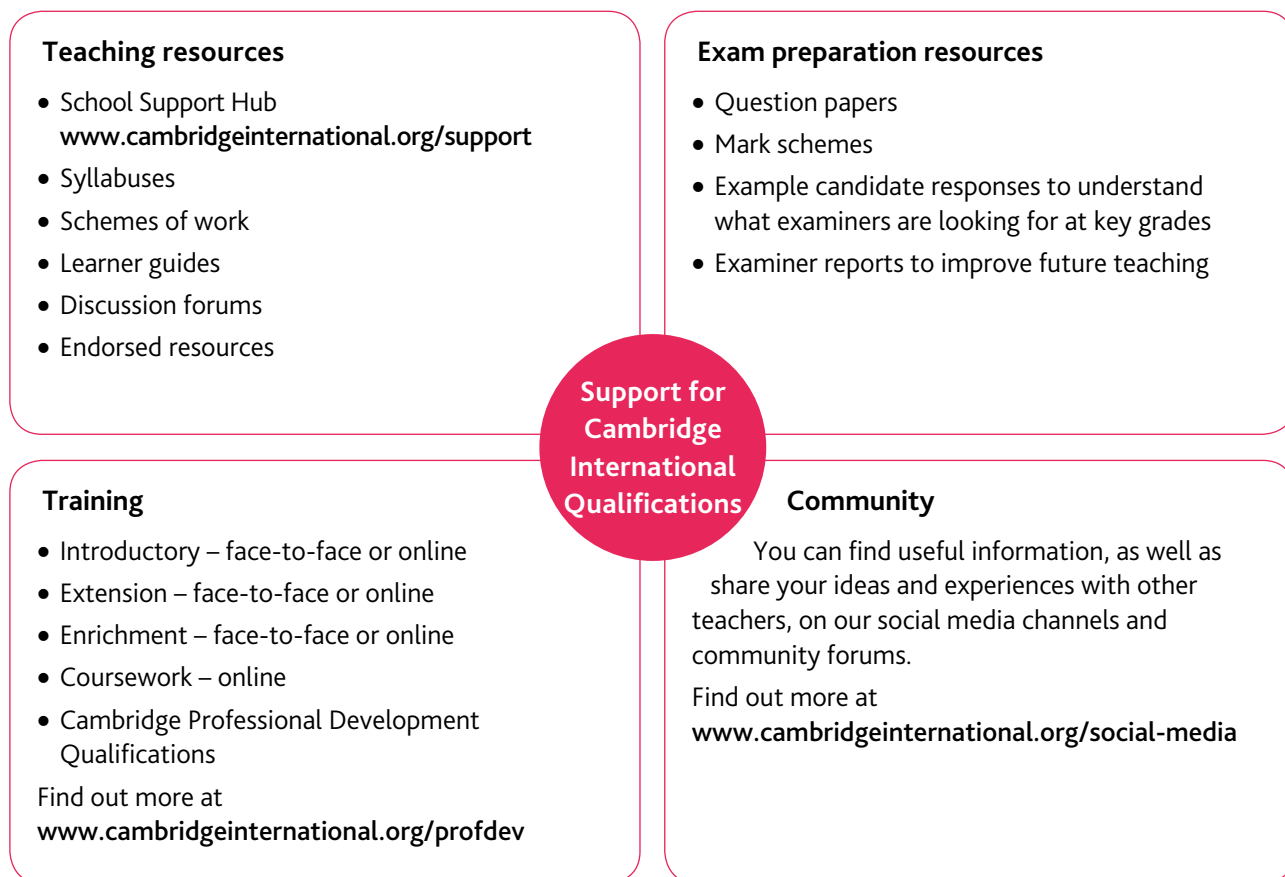
Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**'Cambridge qualifications are excellent because they allow students to develop lots of transferrable skills, things like independent learning skills and research skills and problem solving skills – these things are really important for when you are studying at university.'**

Roseanna Cross, Head of Undergraduate Admissions, University of Bristol

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge International qualifications.



**'Adopting these programmes reflects our strong belief that setting high academic standards and developing our students as independent thinkers creates a greater opportunity of future success in college and in their careers.'**

Ann Clark, Superintendent of Charlotte-Mecklenburg Schools, North Carolina, USA

## 2 Syllabus overview

### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- a research project on a topic of their own choice, reflecting their academic interests
- an understanding of the research process and appropriate research skills
- a critical approach to sources of information
- a reflective approach to learning and research
- independence and confidence, preparing them for study in higher education and/or future career development
- improved skills of planning, research, reflection, analysis, evaluation and communication.

### A skills-based approach

Learners build on their work in Cambridge International AS Level and A levels through carrying out research into an academic topic of their choice.

This is a skills-based subject and the syllabus has no indicative content.

Learners begin from the point of a general awareness of the issues involved in setting up a research proposal, identifying an appropriate question and undertaking a literature review. The syllabus enables learners to develop and apply practical skills in research including the use of appropriate research methods, but it also seeks to develop skills in critical thinking, reasoning and those needed to manage a research project over a sustained period of time. Importantly, it seeks to deepen and broaden the academic experience by engaging learners in carrying out a piece of research into a topic they themselves have chosen.

The Cambridge IPQ is based on the premise that developing skills of independent inquiry will help learners, both in their current development and in their preparation for higher education, employment and lifelong learning.

**'What was most relevant to me as an educator was that I could see the value of doing this and how helpful it would be for students when they start their further studies at university.'**

Timothy Lam, 2nd in Science, Lead Teacher of Chemistry, Extended Project Coordinator, Dulwich International High School Suzhou, China



#### Support for Cambridge International Project Qualification

Our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

## Assessment overview

The Cambridge IPQ is a single component which is externally assessed.

Component	Weighting
<b>Research Project</b> Candidates complete a research project on a topic of their own choice. Candidates devise and develop a research question and then conduct research to answer this question. They record their progress in a research log and write a research report.  The research report must not exceed 5000 words.  80 marks	100%

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## Assessment objectives

The assessment objectives (AOs) are:

### AO1: Research, analysis and evaluation

- Develop and justify an appropriate research question.
- Design, plan and manage a research project.
- Select research methods that are appropriate for the project and justify their use.
- Maintain a research log to support the process of research.
- Analyse findings and/or sources in order to answer a research question.
- Draw appropriate conclusions based on the evidence presented
- Develop a clear answer in response to the research question.
- Discuss the strengths and limitations of research methods used
- Evaluate sources of information, considering the author, purpose, evidence and arguments presented.

### AO2: Reflection

- Reflect on the strengths and limitations of a research project.
- Discuss how and why personal views on a topic have changed or developed as a result of conducting research.

### AO3: Communication

- Communicate clearly, using subject-specific terminology, referencing and citation techniques.
- Structure a report effectively, communicating findings clearly and in an appropriate format.

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Weighting in Cambridge IPQ %
AO1: Research, analysis and evaluation	70
AO2: Reflection	15
AO3: Communication	15
Total	100

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## 3 Approaches to teaching and learning

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The focus of this syllabus is on research and independent inquiry which should foster deep learning. Deep learning is supported when learners can immerse themselves within the topic they are studying and when they are supported in exploring and revisiting concepts over an extended period of time. Teachers have an important part to play in this as they are integral to creating the learning conditions and cultures that support autonomous learning. The most appropriate approaches to learning will be those which are inquiry based. However, there are some issues that could be covered in taught lessons. These include:

- organisational skills
- self-management skills
- an overview of appropriate research methods
- accessing and using electronic-based sources
- research ethics
- referencing and citation techniques.

Teaching strategies such as collaborative group work and peer assessment are also likely to have value in this syllabus.

In supporting learners throughout the research process, teachers should find the following information and advice useful. For further information and ideas see our *Teacher Guide*.

### Initial preparation

Learners are advised to choose a topic to research that engages them strongly and is of real importance to them.

This topic could be based on one subject or cut across different subject areas. The topic should be the main focus of the research project and the final report. In order to sustain interest, motivation and engagement it is important that the topic chosen genuinely engages the learner.

### Research questions

The title of the report must take the form of a question. Formulating and justifying the research question forms part of the research project and the assessment criteria. It takes time and careful consideration. It must be made clear to the reader how and why the question was developed. The use of the research log is important in supporting the process of how the research question was developed.

A research question will arise from the exploration of the topic. A research question should be specific and answerable through the use of evidence (see below). It should offer the potential to explore of a range of evidence, including different viewpoints. Descriptive research questions are unlikely to offer learners the potential for development of the higher-order cognitive skills.

## Outline proposal forms

Cambridge International needs to approve research questions for the Cambridge IPQ which are submitted using an outline proposal form. You should submit an outline proposal form for each candidate as this will help candidates with their direction of study. Proposals should not be more than 600 words, giving the research question, proposed area of study, scope of the research and a list of sources and/or research methods to be used. Download outline proposal forms from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 9980) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form itself to complete it. Further information about submitting outline proposal forms can be found in the *Cambridge Handbook*.

Each candidate should submit only one outline proposal form. If the initial proposal is not approved by Cambridge International, it is the responsibility of the centre to ensure that candidates respond to the feedback given and adjust their proposal accordingly.

## Research methods

Research methods are the specific techniques that are used to collect data for the research. Learners should select and apply research methods appropriate to the discipline/s within which they are working and the nature of the selected topic. It is expected that some, but not all, of these research methods will be used in reports:

- literature reviews (can also be used as the only research method if appropriate)
- qualitative research methods (e.g. ethnography, interviews, focus group)
- quantitative research methods (e.g. surveys, experiments)
- mixed methods.

Any use of research methods should be accompanied by a consideration of research ethics, including academic honesty and informed consent.

The report must clearly explain any processes through which data were collected. Many successful reports will use a literature review as method. Candidates must justify and evaluate the research they have conducted. For a literature review, this will involve justifying why a literature review was chosen for the report and discussing the strengths and weaknesses of this method in relation to their research topic, as well as evaluating the sources consulted in the literature review.

## Evidence

The research report must be evidence-based by which we mean it must be derived from or informed by some objective evidence. Evidence is likely to come in two forms: primary evidence and secondary evidence. Primary evidence originates at the time to which it relates and can come from a range of sources, such as interviews, surveys, artifacts, letters and scientific experimenting. Secondary evidence includes material such as the arguments and opinions of historians and scientists. Candidates should be aware of and explore the strengths and potential weaknesses of all types of evidence.

## Research log

A research log must be maintained and used to support the research process. The purpose of the log is to help plan, monitor and review progress and thinking throughout the research project. The log must be submitted as part of the assessment but it will not constitute part of the 5000 word limit. The log must be submitted as a separate file and not attached to the research report. It should be cross-referenced as necessary within the main body of the report.

The log does not need to include details of all actions and thinking; it should be maintained and used in order to support how the research, and in particular the research question developed over time. It could contain reflective thoughts, a reminder of things to check, notes/commentary on the use of methods and methodology, comments on how the research question may have changed as a result of feedback received. It must not be used as a means of extending the 5000 word limit but rather as supporting how the research progressed in the way it did. Further details on the research log are included in the *Teacher Guide*.

## Presenting the report

The report needs to be structured so that the evidence is clearly communicated and there is a clear answer to the research question. The report should contain an introduction, main body and conclusion. It should include sub-headings and must include references (see below). The detailed structure of the report is left to the learner's discretion and creativity and should be aligned with academic conventions of relevant disciplines.

If any additional material is submitted as an appendix, e.g. a questionnaire or interview transcript, this must be submitted as a separate file.

Work beyond the maximum 5000 words will not be included in the assessment.

## Sources and references

Candidates must acknowledge where specific ideas and information come from. They should adopt an appropriate referencing and citation system related to the academic discipline/s in which they are working. Many reports will adopt the Harvard, Chicago or APA referencing systems. The actual system adopted is less important than using it consistently.

It is the centre's responsibility to make sure all assessed work is the candidate's original work.

Teachers should not correct or edit draft coursework; candidates can draft and redraft work, but teachers should only give brief summative comments on progress during this drafting phase.

Teachers should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them. Reference information should include full details of source publications, including publication date, author and page number. If referencing a website, the website address and the date the website was accessed should be included.

## Cover sheets

A cover sheet must be completed by each candidate to confirm that the research report is their own work. Include the cover sheets with the materials you send to Cambridge International. Download the cover sheet from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 9980) and your centre number, after which it will take you to the correct form. Follow the instructions on the form itself to complete it.

Further guidance and support for candidates is available in the document *A Learner's Guide to the Cambridge International Project Qualification*.

## Explanation and justification of the research report

After the completed reports have been submitted, teachers are advised to hold a 10-minute interview/viva with each learner. The teacher should have read the research report prior to the interview/viva and devised a line of questioning which will provide candidates with an opportunity to explain and justify their work with reference to:

- the choice and use of research method
- justification of any conclusions arising from the research findings
- reflection on what has been learnt and achieved throughout the research process
- confirmation that the work submitted is that of the candidate working alone.

Although this interview is not formally assessed it is excellent practice for students at this stage of learning and functions as a means of ensuring that the work is the candidate's own.

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## 4 Details of the assessment

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### Research project

80 marks – internally set and externally marked. The mark weightings allocated to each of the assessment objectives are summarised below.

AO1 – 56 marks    AO2 – 12 marks    AO3 – 12 marks

For the Cambridge IPQ, candidates complete a research project on a topic of their own choice. The project comprises a 5000 word report, supported by a research log.

The report must be based around a single question that lends itself to in-depth research. The question must be given as the title of the report.

Candidates will be assessed on their ability to:

- develop and justify an appropriate research question
- design and manage their own project, using appropriate research methods
- maintain a research log to support the process of research
- analyse findings and/or sources used in order to answer the research question
- evaluate the research methods and sources used
- reflect on the strengths and limitations of the project
- discuss how and why personal views on the topic have changed or developed as a result of the research conducted
- communicate clearly throughout the report, using appropriate subject-specific terminology, referencing and citation techniques.
- structure the report and communicate findings clearly and in an appropriate format.

The report must include a bibliography and full bibliographical references must be given for any quotations.

The precise format and referencing conventions used should be appropriate to the subject discipline/s. The production of a bibliography is a requirement.

The report must not exceed 5000 words, excluding only the bibliography. A word count must be declared.

Any work beyond 5000 words will not be included in the assessment.

Candidates must use, maintain and submit a research log in support of the research process. For further guidance, see the *Teacher Guide*.

### Submitting candidates' work

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' work.

## The role of the teacher

The teacher's role is to ensure an understanding of the task, monitor progress, and respond to requests for advice on research and writing in general, but not to guide specific content.

The teacher will need to assist with determining the subject and scale of the report so that the topic selected provides sufficient opportunities to meet the assessment criteria while being neither too large nor too complex. In the initial stage when topics are being selected, teachers might arrange workshops for learners to discuss subject-specific issues and approaches. As topics are refined and questions developed, workshops might also be used to share ideas.

The teacher should support each learner throughout the research process, supporting them in particular to:

- identify an appropriate topic and develop the research question
- consider whether sufficient evidence exists in relation to the topic and question
- consider the use of research methods, ethics and conventions in relation to specific research questions
- consider the timescale and overall planning
- keep a research log.

In the production of the report, to:

- select research methods that are appropriate for the project
- use appropriate academic terms, referencing and citation techniques
- consider critically the research methods and sources used
- communicate effectively and clearly in an extended piece of writing.

It is expected that teachers will meet with their learners regularly. Use can be made of a subject-specific consultant if learners are carrying out research into a topic area unfamiliar to their teacher.

Research must be the candidate's own unaided work and findings must be the result of personal reflection and judgement. The work may be supported by on-going workshops and classes. Teachers should monitor individual progress by discussion of the research log. It is a teacher's responsibility to verify that the work is that of the candidate working alone.

Teachers/subject-specific consultants must not:

- teach specific topics or offer their own information sheets and views on topics
- undertake any research for a candidate
- correct any part of a candidate's notes or drafts
- prepare any part of a candidate's report.

## Assessment criteria

Research reports should be assessed using the criteria on the following pages.

Assessment criteria overview: Cambridge International Project Qualification		
<b>AO1 Research, Analysis and Evaluation</b>		
Research	<ul style="list-style-type: none"> <li>Develop and justify an appropriate research question</li> <li>Design and manage own project, using appropriate research methods</li> <li>Maintain a research log to support the process of research</li> </ul>	24 marks
Analysis	<ul style="list-style-type: none"> <li>Analyse findings and/or sources used in order to answer the research question</li> </ul>	20 marks
Evaluation	<ul style="list-style-type: none"> <li>Evaluate the research methods and sources used</li> </ul>	12 marks
<b>AO1 Total</b>		<b>56 marks</b>
<b>AO2 Reflection</b>		
Reflection	<ul style="list-style-type: none"> <li>Reflect on the strengths and limitations of the project</li> <li>Discuss how and why personal views on the topic have changed or developed as a result of the research conducted</li> </ul>	12 marks
<b>AO2 Total</b>		<b>12 marks</b>
<b>AO3 Communication</b>		
Communication	<ul style="list-style-type: none"> <li>Communicate clearly throughout the report, using appropriate subject-specific terminology, referencing and citation techniques</li> <li>Structure the report and communicate findings clearly and in an appropriate format</li> </ul>	12 marks
<b>AO3 Total</b>		<b>12 marks</b>
<b>TOTAL</b>		<b>80 marks</b>



## Assessment criteria: Cambridge International Project Qualification

### AO1 Research, Analysis and Evaluation

#### AO1: Research

- Develop and justify an appropriate research question
- Design and manage own project, using appropriate research methods
- Maintain a research log to support the process of research

Level	Mark Range	Indicative Descriptors
4	19–24	<ul style="list-style-type: none"> <li>• The question chosen has been thoughtfully justified.</li> <li>• The question has clearly guided the research conducted and content of the report.</li> <li>• The research methods and/or sources used are highly appropriate for the project and clearly justified.</li> <li>• The project is very well-designed and there is evidence of careful planning throughout.</li> <li>• The research log has been consistently maintained and there is evidence that it has been used to support the research process throughout.</li> </ul>
3	13–18	<ul style="list-style-type: none"> <li>• The question chosen has been reasonably justified.</li> <li>• The question has largely guided the research conducted and content of the report.</li> <li>• The research methods and/or sources used are appropriate for the research project and there is a reasonable justification for their selection.</li> <li>• The project is well-designed and there is evidence of planning at times.</li> <li>• The research log has been maintained throughout the project and there is evidence that it has been used to support the research process at times.</li> </ul>
2	7–12	<ul style="list-style-type: none"> <li>• There is an attempt to justify the question chosen.</li> <li>• The research conducted and content of the report are broadly related to the question.</li> <li>• The research methods and/or sources used are either appropriate for the project or there is a reasonable attempt to justify their selection.</li> <li>• The project is reasonably well-designed but there is little evidence of planning.</li> <li>• The research log has been used to record information relating to some aspects of the research process.</li> </ul>
1	1–6	<ul style="list-style-type: none"> <li>• A question has been chosen but there is no serious attempt to justify it.</li> <li>• Much of the research conducted or content of the report is only vaguely related to the question.</li> <li>• At least one research method and/or a range of sources has been used but these are not well suited to the project and there is little attempt to justify their selection.</li> <li>• The research log is superficial and gives little evidence of the research process.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded for no creditable content.</li> </ul>

**AO1: Analysis**

- Analyse findings and/or sources used in order to answer the research question

Level	Mark Range	Indicative Descriptors
4	16–20	<ul style="list-style-type: none"> <li>Excellent analysis of findings and/or sources used.</li> <li>The analysis is consistently focused on the research question.</li> <li>Conclusions drawn are clearly supported by the evidence presented.</li> <li>There is a clear answer in response to the research question which is reflective of the evidence presented in the report.</li> </ul>
3	11–15	<ul style="list-style-type: none"> <li>Good analysis of findings and/or sources used.</li> <li>The analysis is relevant to the research question.</li> <li>Conclusions drawn are supported by the evidence presented.</li> <li>There is an answer in response to the research question relevant to the evidence presented in the report.</li> </ul>
2	6–10	<ul style="list-style-type: none"> <li>Some analysis of findings and/or sources used.</li> <li>The analysis is partially relevant to the research question.</li> <li>Conclusions drawn are only partially supported by the evidence presented.</li> <li>There is an answer in response to the research question but this is only partially relevant to the evidence presented in the report.</li> </ul>
1	1–5	<ul style="list-style-type: none"> <li>Some limited analysis of findings and/or sources used.</li> <li>The analysis lacks relevance to the research question.</li> <li>Conclusions drawn are limited or not supported by the evidence presented.</li> <li>There is an answer in response to the research question but this is limited or not relevant to the evidence presented in the report.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>A mark of zero should be awarded for no creditable content.</li> </ul>

**AO1: Evaluation**

- Evaluate the research methods and sources used

Level	Mark Range	Indicative Descriptors
4	10–12	<ul style="list-style-type: none"> <li>Detailed and insightful discussion of the strengths and limitations of the research method(s) used.</li> <li>Explicit and effective evaluation of a range of sources.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>Detailed discussion of the strengths and limitations of the research method(s) used.</li> <li>Explicit and effective evaluation of at least one source.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>Some discussion of the strengths and/or limitations of the research method(s) used.</li> <li>Some explicit evaluation of a range of sources.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>Some limited discussion of a strength or limitations of the research method(s) used.</li> <li>Some explicit evaluation of at least one source.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>A mark of zero should be awarded for no creditable content.</li> </ul>

## AO2 Reflection

### AO2: Reflection

- Reflect on the strengths and limitations of the project
- Discuss how and why personal views on the topic have changed or developed as a result of the research conducted

Level	Mark Range	Indicative Descriptors
4	10–12	<ul style="list-style-type: none"> <li>• Detailed and insightful reflection on the strengths and limitations of the project.</li> <li>• A thoughtful discussion of how and why personal views on the topic have changed or developed, which is clearly and directly related to the research conducted.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Detailed reflection on the strengths and limitations of the project.</li> <li>• A clear discussion of how and why personal views on the topic have changed or developed, with direct reference to the research conducted.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Some reflection on the strengths and/or limitations of the project.</li> <li>• Some discussion of how personal views on the topic have changed or developed, with some reference to the research conducted.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>• Some limited reflection on a strength or limitation of the project.</li> <li>• Some discussion of personal views on the topic.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded for no creditable content.</li> </ul>

## AO3 Communication

### AO3: Communication

- Communicate clearly throughout the report, using appropriate subject-specific terminology, referencing and citation techniques
- Structure the report and communicate findings clearly and in an appropriate format

Level	Mark Range	Indicative Descriptors
4	10–12	<ul style="list-style-type: none"> <li>• The report is well-structured and very clear to follow.</li> <li>• A range of subject-specific terminology is used consistently and accurately throughout the report.</li> <li>• Research findings are communicated clearly and in a highly appropriate format.</li> <li>• Citation and referencing of sources are complete, consistent and in an appropriate format.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• The report is well-structured and clear to follow.</li> <li>• A range of mostly accurate subject-specific terminology is used throughout the report.</li> <li>• Research findings are communicated clearly and in an appropriate format.</li> <li>• Citation and referencing of sources are mostly complete and consistent and in an appropriate format.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• The report is mostly well-structured and fairly clear to follow.</li> <li>• Some accurate subject-specific terminology is used.</li> <li>• Research findings are communicated with some clarity.</li> <li>• Citation and referencing of sources are mostly complete and consistent.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>• The report is not well-structured, making it difficult to follow.</li> <li>• Some subject-specific terminology is used.</li> <li>• Research findings are included.</li> <li>• Citation and referencing of sources is attempted but incomplete.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• A mark of zero should be awarded for no creditable content.</li> </ul>

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Before you start

#### Previous study

The Cambridge IPQ builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. We recommend that learners who are beginning this course have attained communication and literacy skills at a level equivalent to IGCSE™/GCSE Grade C in English.

#### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. The syllabus is designed around 120 guided learning hours.

This figure is for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience.

#### Availability

You can enter candidates in the June and November exam series. If your school is in India, you can enter your candidates in the March exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Private candidates cannot enter for this syllabus.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge International Global Perspectives and Research AS & A Level (9239)
- syllabuses with the same title at the same level.

Work submitted for the Cambridge IPQ may not be submitted for assessment for other syllabuses.

#### Group awards: Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

This qualification is not part of the AICE award.

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Retakes

Candidates can retake the Cambridge IPQ as many times as they want to but they must present new work each time they enter. Information on retake entries is in the *Cambridge Handbook* at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

This syllabus and the related assessment materials are available in English only.

## After the exam

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International Project Qualification.

A\* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

## How students, teachers and higher education can use the grades

### Cambridge International Qualifications

Assessment at Cambridge International Qualifications has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge International Project Qualification will be published after the first assessment of the qualification in 2020. Find more information at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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