



Cambridge International Project Qualification 9494

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June and November series.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

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With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

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Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, go to page 40.



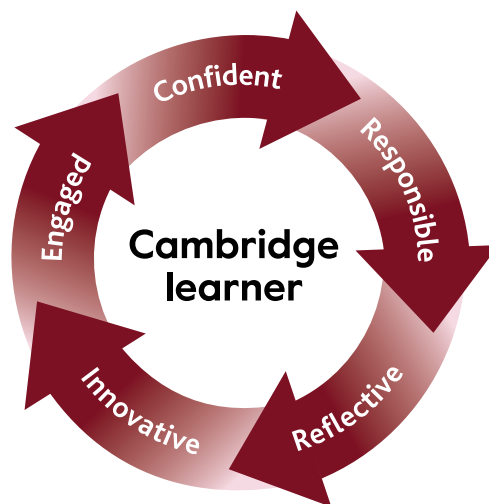
1 Why choose this syllabus?

Key benefits

Cambridge International Project Qualification (Cambridge IPQ) is a standalone qualification that enables learners to lead a project on a topic of their own choice, developing independence, confidence and the skills to respond thoughtfully to the challenges and opportunities of the world they live in.

Cambridge IPQ helps learners develop abilities that universities and employers value highly, including:

- planning and organising a project over time
- independent learning and research
- critical analysis and evaluation of information
- making informed decisions and judgements
- reflecting on learning and progress
- communicating ideas and findings clearly and effectively.



By engaging with the project process, Cambridge IPQ supports learners in developing transferable skills and their own initiative, preparing them for the demands of further study and future career pathways.

Cambridge IPQ is designed to give learners freedom and agency in exploring a topic of their own choice. In taking leadership of their chosen project, learners develop skills including critical thinking, problem solving, planning, research, reflection, analysis, evaluation and communication. Learners can apply these skills across a wide range of subjects and complex real-world issues. These skills equip learners well for progression to higher education or employment.

Our approach in Cambridge IPQ supports the development of learners who are:

confident, independently leading a project of their own choosing, making important decisions, and communicating their ideas and findings through sustained work

responsible, researching their topic and selecting suitable material, planning and managing their work over time, and directing their own learning throughout the project process

reflective, developing a critical awareness of their own learning and development, reviewing progress at different stages, and considering how challenges and changes shape outcomes

innovative, thinking critically and creatively to solve problems, adapting their approach as the project develops, and generating original ideas

engaged, sustaining commitment to a project, applying their learning to real-world situations and recognising the relevance of their work beyond the classroom.

School feedback: ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Feedback from: Principal, Rockledge High School, USA

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

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. The process of planning and managing an extended independent project is particularly effective preparation for many university courses globally.

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

Visit **www.cambridgeinternational.org/recognition-search** and university websites for the most up-to-date higher education entry requirements.

Learn more: **www.cambridgeinternational.org/recognition**

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers.

These resources are available on the School Support Hub at <https://schoolsupporthub.cambridge.org>, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- plan, organise and complete a project on a topic of their own choice, reflecting their own interests
- develop an understanding of the project process and appropriate research skills
- grow as independent thinkers, with a critical approach to sources of information
- communicate ideas and findings clearly, using evidence to support understanding and conclusions
- develop the capacity for meaningful reflection on their learning and progress
- develop transferable skills of planning, organisation, research, reflection, analysis, evaluation and communication that prepare them for study in higher education and/or future career development.



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

A skills-based approach

Learners taking Cambridge IPQ complete a project on a topic of their choice.

The learner's project topic might build on their work in Cambridge International AS and A Levels or explore a different subject area that interests them.

The learner may complete the project through one of two routes:

- research report
- or
- artefact.

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

Learners begin by choosing a topic and deciding what they want to explore through their project.

- If following a 'research report' route, they develop a research question and select appropriate research methods for their project.
- If following an 'artefact' route, they develop a project aim and select the appropriate skills and/or techniques for developing their artefact.

Secondary research on the chosen topic is required for both routes. The syllabus supports learners in developing relevant research and enquiry skills while also emphasising critical thinking, reasoning, and the ability to plan, organise and reflect on a project over time.

Through working on a project of their own choosing, learners deepen and broaden their experience by applying knowledge and skills in purposeful ways.

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.

School feedback: 'Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.'

Feedback from: US Higher Education Advisory Council

Assessment overview

Cambridge IPQ is a single component which is externally assessed.

Component 1	Weighting
Project Candidates complete a project on a topic of their own choice. Candidates either: - develop a research question and then conduct research to answer this question, writing a research report that must not exceed 3000 words or - develop an artefact with a project aim, writing an accompanying report that should be around 1000 words and must not exceed 3000 words. All candidates must use and submit: - the Project Proposal Form, to record their initial ideas and research - the Project Planning and Organisation Form, to record their planning and mid-project review - the End of Project Review Form, to reflect on their project. 80 marks	100%

Information on availability is in the **Before you start** section.

Check the samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines.

Structure overview

The table below shows the outline structure for projects, including when each piece of evidence should be completed and which assessment objectives are assessed via that evidence.

Evidence	When is it completed?	Assessment objectives	When is it submitted to Cambridge?
Project Proposal Form	At the beginning of the project	AO1 – Project proposal	On or before the coursework deadline for the relevant series
Project Planning and Organisation Form	Throughout the project	AO2 – Project planning and organisation	On or before the coursework deadline for the relevant series
Mid-point draft of project forms and evidence, including the research report or artefact evidence* and accompanying report	At the mid-project review	N/A	Must be stored by the centre until after the enquiries about results period, and submitted to Cambridge only if requested
Research report or Artefact evidence* and accompanying report	Throughout the project	AO3 – Research, analysis and evaluation and AO4 – Communication	On or before the coursework deadline for the relevant series
Bibliography as a separate document	Throughout the project	AO4 – Communication	On or before the coursework deadline for the relevant series
End of Project Review Form	After the research report or artefact with accompanying report is finished	AO5 – Summative reflection	On or before the coursework deadline for the relevant series
Recorded presentation with Q&A	At the end of the project, after the End of Project Review has been completed	N/A	Must be stored by the centre until after the enquiries about results period and submitted to Cambridge only if requested

*No physical artefacts will be sent to Cambridge for marking. Evidence of the artefact's development and creation is what must be submitted to Cambridge. For example, photographs of the artefact taken throughout its development and creation will be sufficient for many artefacts. For more details, see "What is an 'artefact' in Cambridge IPQ?" on page 15 of this syllabus document.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Project proposal

- Explain the choice of project topic and research question (research report) or project aim (artefact)
- Identify and justify project objectives
- Justify research methods (research report) or skills and/or techniques (artefact)
- Summarise learning from initial research and identify relevant secondary sources.

AO2 Project planning and organisation

- Create an outline project plan
- Explain decisions made in the project plan
- Justify the planning method chosen
- Reflect on the progress of the project against the plan at the mid-project review stage
- Use the outline plan to guide and support the progress of the project.

AO3 Research, analysis and evaluation

- Make connections between the research question (research report) or project aim (artefact) and the research
- Engage with a range of relevant secondary sources
- Evaluate the quality of sources used
- Analyse evidence and/or secondary sources in developing arguments in the research report or analyse evidence and/or secondary sources linked to developing the artefact
- Draw conclusions (research report) or make decisions (artefact) that are supported by the evidence presented
- Develop a clear answer in response to the research question (research report) or provide evidence that the artefact has been realised and is focused on the project aim (artefact).

AO4 Communication

- Write a well-structured report that can be clearly followed
- Use complete and consistent citation and referencing of sources, in an appropriate format.

AO5 Summative reflection

- Reflect on personal development
- Reflect on how and why personal views on the topic have changed/developed
- Reflect on the strengths and limitations of the project
- Reflect on the extent to which the research question has been answered (research report) or the project aim has been met (artefact).

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in Cambridge IPQ %
AO1 Project proposal	15
AO2 Project planning and organisation	25
AO3 Research, analysis and evaluation	30
AO4 Communication	10
AO5 Summative reflection	20
Total	100

3 Approaches to teaching and learning

What is a 'research report' in Cambridge IPQ?

A research report is a project based around a research question. It must not exceed 3000 words. The candidate chooses a topic, devises a research question and then selects appropriate research methods to answer the research question.

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

Research methods

Research methods are the specific techniques that are used to collect data for the research report. Learners should select and apply research methods appropriate to the discipline/s within which they are working and the research question they are seeking to answer. The following are examples of typical research methods appropriate for Cambridge IPQ:

- literature reviews
- qualitative research methods (e.g. ethnography, interviews, focus groups)
- 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 research report must clearly explain any processes through which data were collected. Many successful reports will use a literature review as a 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: 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, historical artefacts, letters and scientific experimenting.
- Secondary evidence includes material such as the arguments and opinions of historians and scientists.

Examples

Some examples of suitable research questions are included here. Examples of what may constitute appropriate evidence are presented as a non-exhaustive list:

Example research question	Examples of evidence that could be used to answer this question
Did religious propaganda cause the Russian Revolution?	- Qualitative thematic analysis of secondary sources, comparing interpretative frameworks - Identification and analysis of patterns and evidence in the discourse
How aware of 'The Pink Tax' are consumers in Shanghai?	- Analysis of secondary research on 'The Pink Tax', particularly in the local or national context - Primary research, for example, in the form of a survey or a quiz given to a representative sample of Shanghai residents
How much does social media affect the sleep of teenagers?	- Analysis of secondary research on the impact of social media on sleep, particularly focusing on teenagers - A quantitative, as well as possibly qualitative, approach to the evidence could be taken, based on availability of sources and relevant studies
Is space mining a viable solution to resource scarcity on Earth?	- Structured analytical framework, possibly considering the economic, environmental, technological, or moral perspectives - Quantitative and qualitative analysis of secondary research
Can the Liquid Piston X-Engine outperform traditional combustion engines?	- Quantitative analysis of thermodynamic cycles and efficiencies - Analysis of secondary research on the topic, such as pistonless engine performance - Qualitative evaluation of application
Does the type of storage container impact the concentration of vitamin C in fresh orange juice after 3 days of storage?	- Review of the secondary literature on vitamin C longevity and storage - Primary research in the form of an experiment to test the impact on vitamin C levels of juice stored in several different containers over 3 days
To what extent have advancements in composite materials improved crash safety in Formula 1 cars compared to traditional materials?	Secondary research with a mix of quantitative and qualitative data from accident reports, technical specifications, case studies, and official motorsport reports, enabling an analysis of crash safety performance, energy absorption capability, and structural strength under extreme impact

What is an ‘artefact’ in Cambridge IPQ?

An artefact is a product that a learner creates as the main outcome of their project.

An artefact can be physical, digital or practical. For example, it could be:

- a short film or video
- a website
- a piece of creative writing
- a model or prototype
- a performance
- a scientific or engineering build
- a piece of artwork
- a campaign or event.

The key idea is that the learner has created something new, specifically for Cambridge IPQ.

An artefact project has a ‘project aim’, devised by the candidate. The project should be focused on this aim. A project aim should be specific and purposeful. It should focus not only on what will be created, but also on what the artefact is intended to achieve, demonstrate or communicate. Aims that are clearly defined and purposeful are more likely to provide sufficient scope for research, development and evaluation. The learner must create their artefact, and write an accompanying report that addresses AO3 and AO4. It is advised that this report should be around 1000 words in length. It must not exceed 3000 words.

Skills and/or techniques

Candidates will use skills and/or techniques to create their artefact. Learners should select and apply skills and/or techniques appropriate to the discipline/s within which they are working and the aim they are seeking to meet. These are the practical, creative, technical or performance-based skills and/or techniques that will help achieve the candidate’s project aim. The chosen skills and/or techniques will be specific to the learner’s individual project.

Use of skills/techniques should be accompanied by a consideration of ethics and safety.

Evidence

Evidence of the artefact’s creation and development must be provided as part of the candidate’s submission for Cambridge IPQ. This evidence should be appropriate to the nature of the artefact. For example, photographs may be included in the body of the report showing the artefact at various stages of development. If the artefact is an event or a performance, video recordings of the artefact should be submitted as a separate file(s). The evidence should show the focus on the project aim.

Evidence that the artefact is focused on or has met the project aim may also include some small-scale primary research, if relevant to the project. For example, if the project aim were ‘to create a revision guide to help IGCSE students understand key topics in biology’, the candidate may choose to administer a questionnaire to a small group of IGCSE students. The questionnaire would help evaluate whether the artefact – the revision guide – was helpful in supporting students to understand key topics in biology, and therefore how fully the project met its aim.

Examples

Some examples of suitable project aims are included here. Examples of what may constitute appropriate evidence and skills and techniques are presented as non-exhaustive lists:

Example project aim	Examples of evidence of the artefact's creation and development	Examples of skills and techniques that could be used in the realisation of this artefact
To design and create a sustainable piece of everyday furniture using recycled materials	• Photographic evidence of a chair, table, or shelving unit made by the candidate from reclaimed materials • Photographic evidence of the reclaimed materials in their previous state	• Design sketching and technical drawing • Measuring and marking materials • Woodworking and construction techniques • Material selection and evaluation • Safe use of tools and equipment
To design and make a board game to teach a historical event	• Photographic evidence of an educational board game with rules, artwork, and supporting materials, designed and made by the candidate • Media evidence (e.g. photographs or video) of the board game being played and teaching the players about the historical event	• Game design and prototyping • Graphic design and illustration • Layout design • Rule writing and instructional design • Playtesting and refinement techniques
To design and produce a children's picture book that promotes environmental awareness	• Photographic evidence of a fully illustrated and bound children's book made by the candidate • Endorsement from school's ecology group or similar	• Visual storytelling • Illustration techniques • Character and page design • Layout and composition • Creative writing and editing
To create a short film that explores the impact of social media on young people's wellbeing	• A scripted, filmed, and edited short film which addresses the topic • Research and planning documents	• Scriptwriting • Storyboarding • Camera operation and filming techniques • Video editing • Audio recording and editing
continued	continued	continued

Example project aim continued	Examples of evidence of the artefact's creation and development continued	Examples of skills and techniques that could be used in the realisation of this artefact continued
To design and produce a collection using upcycled clothing to demonstrate how fashion design can reduce textile waste	• Photographic evidence of a small collection of redesigned garments made by the candidate • Photographic evidence of the clothing's previous state/form • Explicit articulation/ demonstration of how this has reduced textile waste	• Fashion design • Pattern cutting • Sewing and construction techniques • Fabric alteration and adaptation • Textile design
To design and build a functional smart home prototype using microcontrollers	• Photographic evidence of a working model incorporating programmable electronics (e.g. lighting, sensors, or automation) • A plan of the prototype	• Circuit design • Programming microcontrollers • Prototyping techniques • Electronics assembly • Testing and troubleshooting
To choreograph and deliver a performance which expresses through dance the four seasons of Spring, Summer, Autumn, and Winter	• A recording of the dance performance in various stages of development, including the final performance • Written or recorded evidence of the choreographic planning process and any associated reasoning	• Choreography • Performance techniques • Rehearsal and refinement strategies • Interpretation and expression through movement

Suggested teaching guidance

The following guidance presents some of the generic skills and understanding learners will need to complete Cambridge IPQ successfully. Teachers delivering the taught skills should understand the requirements and assessment objectives of Cambridge IPQ, as these may differ from any previous research or project-based experiences. It is estimated that around 30 guided learning hours will be spent on teaching of the necessary skills. The remaining 90 guided learning hours are allocated for the learner's independent work, including individual guidance and supervision. For further information and ideas see our *Teacher Guide*.

The following are outline areas that teachers may wish to address when supporting learners through Cambridge IPQ. This guidance is not intended as a scheme of work, and the order, emphasis and timing of teaching should be determined by the needs of learners and the context of the centre. Teachers should consider accessibility and appropriate adjustments to support all learners in engaging with the project process.

Teachers may support learners by addressing aspects such as:

1 Introduction to the Cambridge IPQ

- What is the Cambridge IPQ?
- Key stages and documents to complete
- 'Research report' or 'Artefact' projects.

2 Getting ready – project proposal, planning and organisation

- Understanding the assessment objectives and criteria
- Choosing a topic and research question (research report) or project aim (artefact) and carrying out initial research
- Deciding project objectives
- Choosing appropriate research methods (research report)
- Choosing the skills and/or techniques needed for your project (artefact)
- Creating an outline plan and timeline for a project
- Organisational skills and self-management skills
- Ethical considerations
- Health and safety considerations.

3 Research skills

- Choosing appropriate types of sources (every project will include some secondary sources)
- Checking secondary sources for their integrity and usefulness
- Using secondary sources effectively
- Using AI appropriately
- Plagiarism issues
- Acknowledging secondary sources
- Creating an effective and useful bibliography
- Using primary research* in a research report or artefact project
- Acknowledging primary research*
- Research ethics.

***NOTE:** It is **not** a requirement that projects include primary research.

4 Writing a report

- Structuring a report – this should be helpful and logical for the learner and the reader
- Style of writing – this needs to be clear and appropriate for a non-specialist reader
- The learner's voice – clarity of whether the words in the report are from the sources or are the learner's own; avoidance of plagiarism
- Authenticity – reports should reflect the learner's own work and understanding and should not be generated by AI
- Being guided by the research question (research report) or project aim (artefact)
- Engaging with a wide range of relevant secondary sources
- Evaluating the quality of secondary sources
- Analysing secondary sources
- Analysing primary research*
- Developing arguments based on evidence (research report)
- Linking relevant evidence to the development of the artefact (artefact)
- Drawing conclusions based on evidence and analysis (research report)
- Making decisions based on evidence and analysis (artefact)
- Proofreading and editing.

***NOTE:** It is **not** a requirement that projects include primary research.

5 Reflecting

- Reflecting on personal learning and development
- Reflecting on the strengths and limitations of the project
- Reflecting on the extent to which the research question was answered (research report) or project aim was met (artefact).

6 Presentation

- Preparing for a Cambridge IPQ presentation
- Responding to questions about the project.

4 Details of the assessment

Project

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

Assessment objective	Marks in Cambridge IPQ
AO1 Project proposal	12
AO2 Project planning and organisation	20
AO3 Research, analysis and evaluation	24
AO4 Communication	8
AO5 Summative reflection	16

Candidates will be assessed on their ability to:

- explain the choice of project topic and research question (research report) or project aim (artefact)
- identify and justify project objectives
- justify research methods (research report) or skills and/or techniques (artefact)
- summarise learning from initial research and identify relevant secondary sources
- create an outline project plan
- explain decisions made in the project plan
- justify the planning method chosen
- reflect on the progress of the project against the plan at the mid-project review stage
- use the outline plan to guide and support the progress of the project
- make connections between the research question (research report) or project aim (artefact) and the research
- engage with a range of relevant secondary sources
- evaluate the quality of sources used
- analyse evidence and/or secondary sources in developing arguments in the research report or analyse evidence and/or secondary sources linked to developing the artefact
- draw conclusions (research report) or make decisions (artefact) that are supported by the evidence presented
- develop a clear answer in response to the research question (research report) or provide evidence that the artefact has been realised and is focused on the project aim (artefact)
- write a well-structured report that can be clearly followed
- use complete and consistent citation and referencing of sources, in an appropriate format
- reflect on personal development
- reflect on how and why personal views on the topic have changed/developed
- reflect on the strengths and limitations of the project
- reflect on the extent to which the research question has been answered (research report) or the project aim has been met (artefact).

Evidence for submission

Candidates must complete and submit the following:

- Project Proposal Form
- Project Planning and Organisation Form
- Research report **or** artefact evidence and accompanying report
- Bibliography
- End of Project Review Form.

Centres must keep a partially completed draft of the candidate's project forms and evidence, including the research report or the accompanying report to the artefact, including evidence of artefact development up to that point. This draft of the project evidence must be saved in its incomplete and unedited state at the point of the mid-project review. Centres must store this draft until after the enquiries about results period for the relevant series and be able to submit it to Cambridge if requested.

Candidates must also complete a recorded presentation with questions and answers (Q&A). Centres must store the recording of the presentation, including the Q&A, until after the enquiries about results period for the relevant series and be able to submit the recording to Cambridge if requested.

Project Proposal Form

Candidates complete this document at the beginning of the project process. Teachers should not guide specific content, but will need to assist with determining the subject and scale of the project so that the topic selected provides sufficient opportunities to meet the assessment criteria while neither being too large nor too complex. The Project Proposal Form must be reviewed internally before the project proceeds to the full planning stage. Centres should only give approval to candidates to proceed to the full planning stage if they are confident the project is of appropriate scope and is realistically achievable by the candidate in the timeframe available and with the resources accessible to them. For guidance on reviewing proposals, go to our School Support Hub: <https://schoolsupporthub.cambridge.org>

Most candidates will only complete the Project Proposal Form once. It is expected that research questions and project aims will evolve and develop as the project continues and candidates must document these changes throughout their project documentation, including in the Project Planning and Organisation Form and the End of Project Review Form.

Developing or editing the research question or project aim would usually **not** result in the candidate redoing the Project Proposal Form. Candidates would only need to redo the Project Proposal Form in the event that they decided to change their **topic**, or their research question or project aim changed so significantly that their initial research or proposal was no longer relevant.

The Project Proposal Form contains a set of prompts to be responded to. Each prompt includes some suggestions of relevant issues the learner may consider when responding to the prompts. These suggestions are indicative of what the learner may consider, not prescriptive of what the learner must include.

AO1 – Project Proposal is assessed via the content of the Project Proposal Form. This document is submitted along with all other required evidence at the end of the project process.

Download the Project Proposal Form from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 9494) and your centre number, after which it will take you to the correct document.

Project Planning and Organisation Form

Candidates complete the Project Planning and Organisation Form throughout the project process. Following internal centre approval of their Project Proposal Form, candidates can proceed to plan their project in more detail. The initial outline plan should be created before the candidate begins the main activities of their project. If preferred, the outline plan can be created by means other than the Project Planning and Organisation Form itself; for example, a candidate may choose to use software (e.g. Microsoft OneNote, Canva, Trello) to create their plan and submit an image or PDF file of the plan created alongside their other documents.

The mid-project review should be completed around the midpoint of the project timeline. For example, a candidate beginning their project around September and finishing it in April should complete the mid-project review around December or January.

The document contains a set of prompts to be responded to. Each prompt includes some suggestions of relevant issues the learner may consider when responding to the prompts. These suggestions are indicative of what the learner may consider, not prescriptive of what the learner must include.

AO2 – Project Planning and Organisation is assessed via the content of the Project Planning and Organisation Form and any attached planning. The Project Planning and Organisation Form, and any attached planning, is submitted along with all other required evidence at the end of the project process.

Download the Project Planning and Organisation Form from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for the syllabus code (i.e. 9494) and your centre number, after which it will take you to the correct document.

Research report (research report route only)

The focus of projects that follow the research report route is a 3000-word research report, supported by the Project Proposal Form, Project Planning and Organisation Form and the End of Project Review Form. AO3 – Research, Analysis and Evaluation and AO4 – Communication are assessed via the content of the report.

The research report must be based on a single research question. The question must be stated in the Project Proposal Form and be given either as the title of the research report and/or clearly stated within the introduction to the research report.

The research report should contain an introduction, main body and conclusion. It should include sub-headings and must include citations and references (see below). The detailed structure of the report is left to the learner's discretion and creativity. The research report must be accompanied by a bibliography and full bibliographical references must be given for any quotations.

Candidates must acknowledge where specific ideas and information come from. They should adopt an appropriate citation and referencing system. Many research reports will adopt the Harvard, Chicago or APA referencing systems. The actual system adopted is less important than using it consistently. Teachers must make candidates aware of the 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. The production of a bibliography is a requirement. The bibliography must be submitted as a separate file. It must not be attached to the research report.

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 may draft and redraft work, but teachers should only give brief comments on progress during this drafting phase.

The research report must not exceed 3000 words, excluding only the bibliography. A word count must be declared.

Any work beyond 3000 words will **not** be included in the assessment.

The research report and bibliography are submitted along with all other required evidence at the end of the project process.

Evidence of artefact development, accompanying report (artefact route only)

The focus of projects that follow the artefact route is the creation of an artefact. This is assessed via evidence of the artefact throughout its development and an accompanying report of around 1000 words, supported by the Project Proposal Form, Project Planning and Organisation Form and the End of Project Review Form. AO3 – Research, Analysis and Evaluation and AO4 – Communication are assessed via the content of the accompanying report and the evidence of the artefact development where appropriate.

The artefact and the accompanying report must be based on a single project aim. The aim must be stated in the Project Proposal Form and be given either as the title of the accompanying report and/or clearly stated within the introduction to the accompanying report.

Evidence of the artefact development should consist of media such as photos, videos and recordings as appropriate to the artefact. The evidence should depict the artefact at various stages throughout its development, including the final artefact.

The accompanying report should contain an introduction, main body and conclusion. It should include sub-headings and must include citations and references (see below). The detailed structure of the accompanying report is left to the learner's discretion and creativity. The accompanying report must include a bibliography and full bibliographical references must be given for any quotations.

Candidates must acknowledge where specific ideas and information come from. They should adopt an appropriate citation and referencing system. Many reports will adopt the Harvard, Chicago or APA referencing systems. The actual system adopted is less important than using it consistently. Teachers must make candidates aware of the 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. The production of a bibliography is a requirement. The bibliography must be submitted as a separate file. It must not be attached to the accompanying report.

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 may draft and redraft work, but teachers should only give brief comments on progress during this drafting phase.

The accompanying report to the artefact should be around 1000 words and must not exceed 3000 words, excluding only the bibliography. A word count must be declared.

Any work beyond 3000 words will **not** be included in the assessment.

Evidence of the artefact development, the accompanying report and bibliography are submitted along with all other required evidence at the end of the project process.

End of Project Review Form

Candidates complete the End of Project Review Form after the completion of their research report or the completion of the artefact and its accompanying report.

The document contains a set of prompts to be responded to. Each prompt includes some suggestions of relevant issues the learner may consider when responding to the prompts. These suggestions are indicative of what the learner may consider, not prescriptive of what the learner must include.

AO5 – Summative Reflection is assessed via the content of this document. This document is submitted along with all other required evidence at the end of the project process.

Download the End of Project Review Form from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for the syllabus code (i.e. 9494) and your centre number, after which it will take you to the correct document.

Recorded presentation with question and answer (Q&A)

All candidates for Cambridge IPQ must complete a recorded presentation with a question and answer (Q&A) section at the very end of the project process. This presentation is a mandatory requirement for all candidates, but it is **not** formally assessed.

The primary purpose of the presentation is to confirm the authenticity of the candidate's work by providing an opportunity for the candidate to explain and justify their project in their own words. It also supports learners in developing communication skills appropriate to their stage of learning.

Timing and relationship to other evidence

The recorded presentation with Q&A must take place after the completion of:

- the Project Proposal Form
- the Project Planning and Organisation Form
- the research report or the artefact and accompanying report
- the End of Project Review Form.

The presentation should reflect the project as it is when finally submitted. Candidates should not be expected to introduce new content, evidence or reflection during the presentation. The recording of the presentation, including the Q&A, must be stored by the centre until after the enquiries about results period and submitted to Cambridge if requested.

Content of the presentation

The presentation should be delivered to a non-specialist audience. It should allow the candidate to explain key aspects of their project clearly and accurately. The presentation should include:

- the focus of the project, including the research question or project aim
- an overview of how the project developed, including key decisions made about direction or approach
- reference to the sources, information, materials or evidence used and how these informed the project
- a summary of the outcome or findings, as appropriate to the chosen route
- an indication of what the candidate has learned through completing the project.

The presentation should be around 10 minutes in length. Candidates may choose to make use of presentation tools such as slide decks, posters, flipcharts or other digital or analogue tools that are appropriate to their project.

The presentation does **not** need to be formal. Candidates are **not** expected to demonstrate presentation expertise, nor to evaluate their performance during the presentation.

Question and answer (Q&A)

The presentation must include a question and answer section, led by a teacher. The teacher must review the project documentation prior to the presentation and devise a line of questioning. The questions should provide an opportunity for the candidate to expand on, clarify or justify aspects of their project.

Questions should focus on areas such as:

- decisions made during the project process
- understanding of sources or evidence used
- how challenges were addressed
- the relationship between the project focus and the final outcome
- what the candidate has learned through completing the project.

The Q&A must **not** involve discussion of marks or assessment criteria.

Recording requirements and acceptable formats

The presentation must be recorded and include the Q&A section in full.

Centres may choose an appropriate recording format based on local context and resources.

Acceptable formats may include, but are not limited to:

- a live presentation recorded in the centre
- a presentation recorded by the candidate and submitted digitally
- an online or virtual presentation, where appropriate.

The key requirement is that the recording clearly captures the candidate presenting and responding to questions in real time. Editing that alters the content or sequence of the presentation or Q&A is not permitted.

Submitting candidates' work

Please refer to the samples database at 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, project work and writing in general, but **not** to guide specific content.

The teacher will need to assist with determining the subject and scale of the project 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 research questions (research report) and project aims (artefact) are developed, workshops might also be used to share ideas.

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

- identify an appropriate topic and develop the research question (research report) or project aim (artefact)
- consider whether sufficient evidence exists in relation to the topic and research question (research report) or project aim (artefact)
- consider the use of research methods (research report), skills and/or techniques (artefact), ethics and health and safety conventions in relation to specific projects
- consider the timescale and overall planning
- use appropriate referencing and citation techniques
- consider critically the secondary 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 working on a topic area unfamiliar to their teacher.

The project must be the candidate's own unaided work and findings must be the result of personal work and reflection. The work may be supported by ongoing workshops and classes.

- Teachers should monitor individual progress by discussion of the project.
- It is a teacher's responsibility to verify that the work is that of the candidate working alone. Teachers may support candidates by reviewing their work before it is handed in for final assessment. This can be in person or through written feedback.
- Advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments.
- Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.
- Teachers must organise the storage of a mid-point draft of the project, taken at the point of the mid-project review. This should include draft versions of all the evidence completed by the candidate up to this point, including the Project Proposal Form, the Project Planning and Organisation Form, the research report or accompanying report to the artefact, including evidence of the artefact's development, and any other evidence as appropriate. This must be stored by the centre until after the enquiries about results period, and submitted to Cambridge only if requested.
- Teachers must organise the recording and storage of the recorded presentation with Q&A. This recording must be stored by the centre until after the enquiries about results period, and submitted to Cambridge only if requested.

Teachers/subject-specific consultants must **not**:

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

Coursework administration

Using the samples database

The samples database gives you key information about the administration of Component 1 Project.

Use the samples database to find out:

- which forms to complete and submit with your candidates' work
- when and how to submit your candidates' work.

<http://www.cambridgeinternational.org/samples>

Supervising coursework

Coursework must be a candidate's own, unaided work. The teacher must be able to authenticate the work is the candidate's own.

A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course. Candidates can revise their work following feedback, but you should only give brief summative comments on progress.

Teachers can support candidates by reviewing their work before it is handed in for final assessment.

Teachers can do this orally or through written feedback.

Teachers should not correct or edit draft coursework. Advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Authenticity and academic honesty/avoidance of plagiarism

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

Candidates must **not** submit someone else's work as their own, or use material produced by someone else or generated using AI tools without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation of, and reference to the work of others, including acknowledging AI tools as a source of information, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as their own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org/teachingandassessment**. Cambridge has robust systems in place to detect, investigate and address plagiarism once work has been submitted.

Cambridge has a policy on the use of generative AI by candidates in coursework. The inappropriate use of AI should be treated as a form of plagiarism. The policy, which includes our principles surrounding the use of generative AI in coursework, acceptable uses of generative AI in student work and guidance for teachers, can be found at: **www.cambridgeinternational.org/generative-ai-in-coursework**

You will be required to declare the authenticity of the work when submitting work.

The candidate must sign a statement confirming that they are submitting their own work. You countersign it to confirm that you believe the work is theirs. Centres should also use the forms completed throughout the project process on the samples database for this purpose.

AO1 – Project proposal, 12 marks, 15%

AO1a Choice of topic and research question (R) OR project aim (A)	AO1b Objectives	AO1c Choice of research method(s) (R) OR skills and/or techniques (A)	AO1d Initial research
Clear and detailed explanation of choice of: - topic and/or research question (R) OR - topic and/or project aim (A). 3 marks	A range of relevant project objectives are identified, covering the key stages of the project. Some of these are clearly justified. 3 marks	Convincing justification of chosen: - research method(s) (R) OR - skills and/or techniques (A) clearly linked to: - research question/topic (R) OR - project aim/topic (A). 3 marks	Good summary of learning from some appropriate initial research and a range of specific and relevant secondary sources are identified. 3 marks
Clear explanation of choice of: - topic and/or research question (R) OR - topic and/or project aim (A). 2 marks	A range of relevant project objectives are identified with some justification. 2 marks	Some justification of chosen: - research method(s) (R) OR - skills and/or techniques (A) linked to: - research question/topic (R) OR - project aim/topic (A). 2 marks	Basic summary of learning from some appropriate initial research and some specific and relevant secondary sources are identified. 2 marks
An attempt is made at explaining the choice of: - topic and/or research question (R) OR - topic and/or project aim (A). 1 mark	Some relevant project objectives are identified. 1 mark	An attempt is made at justifying the chosen: - research method(s) (R) OR - skills and/or techniques (A). 1 mark	Some initial research has been undertaken and some sources of information are identified. 1 mark
No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks

AO2 – Project planning and organisation, 20 marks, 25%

AO2a Outline plan	AO2b Plan decisions	AO2c Planning method	AO2d Mid-project review	AO2e Impact of plan
Clear and detailed outline plan with timings, key stages, objectives, and activities included. 4 marks	Detailed explanation of decisions made in the plan. 4 marks	Detailed justification for the planning method chosen. 4 marks	Detailed reflection on the progress of the project against the plan. 4 marks	The outline plan has clearly guided and supported the progress of the project throughout. 4 marks
Good outline plan with timings, objectives, and some detail on key stages and activities. 3 marks	Good explanation of some decisions made in the plan. 3 marks	Good justification for the planning method chosen. 3 marks	Good reflection on the progress of the project against the plan. 3 marks	The outline plan has guided and supported the progress of the project. 3 marks
Reasonable outline plan covering some objectives/activities, with an attempt to plan timings. 2 marks	Good explanation of one decision made in the plan. 2 marks	Some justification for the planning method chosen. 2 marks	Some reflection on the progress of the project against the plan. 2 marks	Some evidence that the outline plan has been used to guide the project. 2 marks
Brief outline plan of some activities. 1 mark	Brief attempt to explain decisions made in the plan. 1 mark	Brief attempt to justify the planning method chosen. 1 mark	Brief attempts to reflect on the project at the mid-project review. 1 mark	Little evidence that the outline plan has influenced the project. 1 mark
No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks	No creditable response. 0 marks

AO3 – Research, analysis and evaluation, 24 marks, 30%

AO3a Connection between question (R) OR project aim (A) and research	AO3b Range of relevant secondary sources	AO3c Evaluation of the quality of the sources used	AO3d Analysis of secondary sources and: any primary research in developing arguments in the report (R) OR other relevant evidence linked to developing the artefact (A)	AO3e Drawing of conclusions (R) OR decisions made (A) based on the evidence and analysis in the report	AO3f Extent to which an overall answer to the research question is reached (R) OR project aim (A) is met	
					Research report	Artefact
The question (R) OR project aim (A) has clearly guided the research conducted and content of the report.	Engages with a wide range of relevant secondary sources.	Makes three or more explicit and developed points evaluating the sources used.	Excellent analysis of evidence and/or sources used.	Conclusions drawn (R) OR decisions made (A) are clearly supported by the evidence presented.	There is a clear answer in response to the research question which is reflective of the evidence presented in the report.	There is evidence that the artefact has been fully realised and largely meets the project aim.
4 marks	4 marks	4 marks	4 marks	4 marks	4 marks	4 marks
The question (R) OR project aim (A) has largely guided the research conducted and content of the report.	Engages with a range of relevant secondary sources.	Makes two explicit and developed points evaluating the sources used.	Good analysis of evidence and/or sources used.	Conclusions drawn (R) OR decisions made (A) are supported by the evidence presented.	There is an answer in response to the research question relevant to the evidence presented in the report.	There is evidence that the artefact has been realised and is focused on the project aim.
3 marks	3 marks	3 marks	3 marks	3 marks	3 marks	3 marks

AO3a Connection between question (R) OR project aim (A) and research	AO3b Range of relevant secondary sources	AO3c Evaluation of the quality of the sources used	AO3d Analysis of secondary sources and: any primary research in developing arguments in the report (R) OR other relevant evidence linked to developing the artefact (A)	AO3e Drawing of conclusions (R) OR decisions made (A) based on the evidence and analysis in the report	AO3f Extent to which an overall answer to the research question is reached (R) OR project aim (A) is met	
					Research report	Artefact
The research conducted and content of the report are broadly related to the question or project aim.	Engages with a range of mostly relevant secondary sources.	Makes two basic evaluative comments about the sources used.	Some analysis of evidence and/or sources used.	Conclusions drawn (R) OR decisions made (A) are only partially supported by the evidence presented.	There is an answer in response to the research question but this is only partially relevant to the evidence presented in the report.	There is partial evidence that the artefact has been realised and is focused on the project aim.
2 marks	2 marks	2 marks	2 marks	2 marks	2 marks	2 marks
Much of the research conducted or content of the report is only vaguely related to the question or project aim.	Engages with some relevant source material.	Makes one basic evaluative comment about the sources used.	Some limited analysis of evidence and/or sources used.	Conclusions drawn (R) OR decisions made (A) are limited or not supported by the evidence presented.	There is an answer in response to the research question but this is limited or not relevant to the evidence presented in the report.	There is limited evidence that the artefact has been realised or the artefact is not focused on the project aim.
1 mark	1 mark	1 mark	1 mark	1 mark	1 mark	1 mark
No creditable response.	No creditable response.	No creditable response.	No creditable response.	No creditable response.	No creditable response.	No creditable response.
0 marks	0 marks	0 marks	0 marks	0 marks	0 marks	0 marks

AO4 – Communication, 8 marks, 10%

AO4a Structure and clarity of the report	AO4b Citation and referencing
The report is well-structured and very clear to follow. 4 marks	Citation and referencing of sources are complete, consistent and in an appropriate format. 4 marks
The report is well-structured and clear to follow. 3 marks	Citation and referencing of sources are mostly complete, consistent and in an appropriate format. 3 marks
The report is mostly well-structured and fairly clear to follow. 2 marks	Citation and referencing of sources are partly complete and consistent. 2 marks
The report is not well-structured, making it difficult to follow. 1 mark	Citation and referencing of sources is attempted but incomplete. 1 mark
No creditable response. 0 marks	No creditable response. 0 marks

AO5 – Summative reflection, 16 marks, 20%

AO5a Reflection on personal development	AO5b Reflection on project topic	AO5c Reflection on strengths and limitations of the project	AO5d Reflection on the extent to which the research question has been answered (R) OR project aim has been met (A)
Detailed and insightful reflection on personal development linked to clear examples of things experienced while completing the project. 4 marks	Detailed and insightful reflection on how and why personal views on the topic have changed/developed, linked to clear examples of learning from the project. 4 marks	Detailed and insightful reflection on the strengths and limitations of the project, linked to clear examples from the project. 4 marks	Detailed and thoughtful reflection on the extent to which - the research question has been answered (R) OR - project aim has been met (A) linked to strong evidence or justification. 4 marks
Detailed reflection on personal development linked to some examples of things experienced while completing the project. 3 marks	Detailed reflection on how and why personal views on the topic have changed/developed, linked to some examples of learning from the project. 3 marks	Detailed reflection on the strengths and/or limitations of the project, linked to some examples from the project. 3 marks	Detailed reflection on the extent to which - the research question has been answered (R) OR - project aim has been met (A) linked to some evidence or justification. 3 marks
A detailed reflection on personal development linked to something experienced while completing the project. 2 marks	A detailed reflection on how and why personal views on the topic have changed/developed, linked to an example of learning from the project. 2 marks	A detailed reflection on a strength or limitation of the project, linked to an example from the project. 2 marks	Some reflection on the extent to which - the research question has been answered (R) OR - project aim has been met (A) with an attempted link to evidence or justification. 2 marks

AO5a Reflection on personal development	AO5b Reflection on project topic	AO5c Reflection on strengths and limitations of the project	AO5d Reflection on the extent to which the research question has been answered (R) OR project aim has been met (A)
Some reflection on personal development.	Some reflection on how personal views on the project topic have changed/ developed or some examples of learning from the project.	Some reflection on strengths and limitations of the project.	Some reflection on the extent to which - the research question has been answered (R) OR - the project aim has been met (A).
1 mark	1 mark	1 mark	1 mark
No creditable response.	No creditable response.	No creditable response.	No creditable response.
0 marks	0 marks	0 marks	0 marks

5 What else you need to know

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/eoguide

Before you start

Previous study

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 and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

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 & Research AS & A Level (9239)
- syllabuses with the same title at the same level.

Making entries

Exams officers are responsible for submitting entries. 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 access to 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 an 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 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/eoguide**

Retakes

Candidates can retake Cambridge IPQ as many times as they want to, but they must present a new project each time they enter.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for re-marking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Cambridge IPQ **cannot** be carried forward on their own to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

For information, refer to the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge IPQ. 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).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge International A Level is shown as a General Certificate of Education, GCE Advanced Level (GCE A Level).

How students, teachers and higher education can use the grades

Assessment at Cambridge IPQ has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 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.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been reviewed and revised for first examination in 2028.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus code	There is a new syllabus code: 9494
Changes to syllabus content	- The syllabus aims have been updated. - We have introduced learner attributes to this syllabus. - We have introduced 'Suggested teaching guidance' that centres can opt to follow or adapt.
Changes to assessment	- We now have a choice of two assessment routes: 'research report' and 'artefact'. - We have redeveloped the assessment objectives. They now focus more on the project process, as well as the outcome. - We have redeveloped the assessment criteria in line with the new assessment objectives. - We now give a project structure for candidates to follow. All candidates submit the 'Project Proposal Form', 'Project Planning and Organisation Form' and 'End of Project Review Form' alongside their written report and other evidence. - The word limit for the 'research report' route is now 3000 words. - It is advised that the report that accompanies the 'artefact' route submission is around 1000 words. - Submissions for the 'artefact' route should also contain evidence of the artefact's development. This could be media such as photos, videos and recordings as appropriate to the artefact. The evidence should depict the artefact at various stages throughout its development, including the final artefact. - All candidates must now complete a recorded presentation with question and answer (Q&A) at the end of the project process. Centres must store the recording until after the enquiries about results period and submit them to Cambridge if requested. - Centres must retain a draft copy of all the candidate's work completed up to the point of the mid-project review's completion. This draft work must be stored until after the enquiries about results period and submitted to Cambridge if requested.
Changes to availability	This syllabus is no longer offered in the March series. This syllabus is offered in the June and November series.
Carry forward arrangements	It is not possible to carry forward marks achieved in a previous version of the syllabus.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen mark scheme shows how students should meet the assessment objectives.



Any textbooks endorsed to support the syllabus for examination from 2028 are suitable for use with this syllabus.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

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Cambridge International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org