



Cambridge International Project Qualification 9980

Syllabus outline



Cambridge International Project Qualification (Cambridge IPQ) is an exciting new project-based qualification, typically for students aged 16 to 19 years. Students have the opportunity to develop skills by carrying out research into a topic of their choice. They can choose a subject to complement one of their Cambridge International AS or A Levels, or a topic that they are passionate about.

Taking Cambridge IPQ allows learners to demonstrate engagement with their chosen topic beyond preparation for an exam, helping them to stand out from the crowd with university and job applications.

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

Cambridge IPQ helps students gain the confidence to navigate the opportunities and challenges of the digital era successfully. The qualification challenges learners with an authentic assessment task that fosters deep learning, and seeks to stretch and develop them as inquisitive learners.

Syllabus content overview

Learners build on their work in Cambridge International AS & 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.

They develop and apply practical skills in research, including the use of appropriate research methods, but it also develops 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.

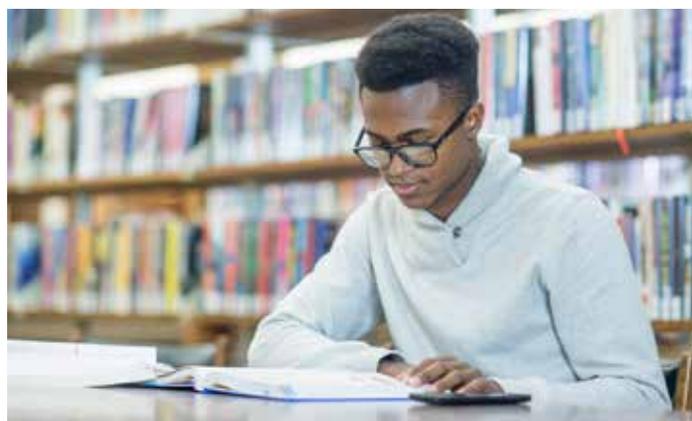
Cambridge IPQ is based on the premise that developing skills of independent inquiry will help learners, both in their current development and in their preparation for higher education, employment and life-long learning.

What will learners do?

This syllabus builds on the higher-order thinking skills that universities and employers look for, including 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 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 life-long learning. In consultation with their teacher, they will:

- identify a suitable research topic
- devise and develop an appropriate research question
- plan and carry out the research, including a literature review
- identify and use appropriate research methods
- write a 5000-word report
- use appropriate academic conventions to present the report
- keep track of their progress through the use of a research log.





Skills and understanding

We will assess candidates 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.

Assessment structure

Cambridge IPQ is a single component that is externally assessed (all projects are marked by Cambridge International examiners). Students will be eligible for grades A* to E (i.e. the same grade set as a Cambridge International AS & A Level).

Component	Weighting
Candidates complete a research project on a topic of their own choice. They: <ul style="list-style-type: none"> • devise and develop a research question and then conduct research to answer this question • record their progress in a research log and write a research report. The research report must not exceed 5000 words.	100%
80 marks	

Assessment objectives

There are three Assessment Objectives (AOs):

Assessment objective	Weighting
AO1: Research, analysis and evaluation	70%
AO2: Reflection	15%
AO3: Communication	15%

In 2017, Cambridge University published research that looked at outcomes for students who had taken extended project qualifications compared to those who had not. This research showed that students taking these qualifications had a better chances of obtaining the highest grades in their university studies, stating: *“the skills learnt in undertaking a significant project over a long period of time (e.g. planning, research, analysis) may prepare students better for university than subject based courses only”.*

“ Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

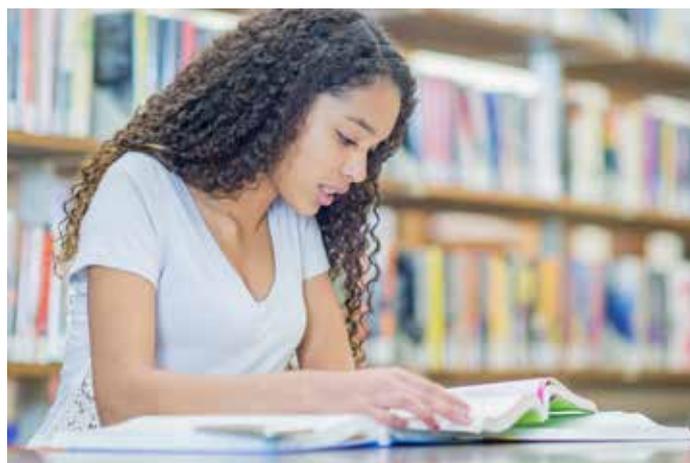
Tony Hines, Principal, Rockledge High School, USA

In focus: Support for Cambridge IPQ



We provide practical resources so that you can give your learners the best possible preparation for Cambridge IPQ. Download materials from our School Support Hub at cambridgeinternational.org/support

- **Syllabus** – details what learners need to know, what they must be able to do, and how they will be assessed.
- **Teacher Guide** – provides guidance on delivering and administering the course and supporting students with their research projects.
- **Learner Guide** – introduces students to Cambridge IPQ and provides detailed guidance on research skills and the research process.
- **Example Candidate Responses (ECR)** – uses examples of candidates' work to show how different levels of performance (high, middle, and low) relate to the subject's curriculum and assessment objectives.
- **FAQs** – answers to a set of frequently asked questions.



Acceptance and recognition

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 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 our recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

Learn more at cambridgeinternational.org/recognition

What skills will learners need?

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

Learn more! Visit cambridgeinternational.org/ipq to find out more and see the full syllabus. Please refer to the full syllabus document before preparing to teach this course.

“As an educator, 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



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