



CAMBRIDGE

International Education

Syllabus

Cambridge International Project Qualification 9980

Use this syllabus for exams in 2027.

Exams are available in the June and November series.

Exams are also available in the March series in India.



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.

Setting a global standard

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.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

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

The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

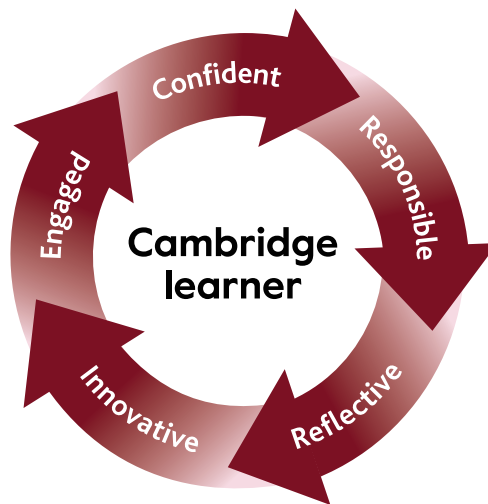
Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.

1 Why choose this syllabus?

Key benefits

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.

Cambridge International Project Qualification (Cambridge IPQ) is a 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 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.

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 2220 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.

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

School feedback: '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.'

Feedback from: Roseanna Cross, Head of Undergraduate Admissions, University of Bristol

School feedback: '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.'

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

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 www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & 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 Schools 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. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

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 practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-for-teachers

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.

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.

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: ‘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.’

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



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.

Assessment overview

Cambridge IPQ is a single component which is externally assessed.

Component	Weighting
Research Project 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%

Candidates will be eligible for grades A*–E.

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.

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 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 (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

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

3 Approaches to teaching and learning

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 should be covered in taught lessons. These include:

- organisational skills
- self-management skills
- an overview of appropriate research methods
- accessing and using electronic-based sources
- interpreting and evaluating sources and data
- 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 report must be focused on a research 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. Descriptive research questions are unlikely to offer learners the potential for development of the higher-order cognitive skills.

The research question must be clearly stated in the report. It can be used as the title of the report or stated in the introduction to the report.

Project proposals

Outline proposal forms are no longer submitted to Cambridge International for approval.

Each candidate must complete a project proposal form, and this must be reviewed internally. You should use the form to give guidance and feedback to candidates on their project proposal and research question. For guidance on reviewing proposals go to our School Support Hub www.cambridgeinternational.org/support

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. 9980) and your centre number, after which it will take you to the correct form.

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 research question they are seeking to answer. 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 the research project.

It should contain useful entries that will support the project going forward, such as:

- reflective thoughts
- a reminder of things to check
- notes/commentary on research methods used
- comments on how and why the research question has changed
- brief notes/actions following a meeting.

The research log 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 of the report.

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.

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.

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

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 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 either be given as the title of the report or clearly stated within the introduction to 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 bibliography must be submitted as a separate file and not attached to the research report.

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 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
- maintain 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.

The project must be the candidate's own unaided work and findings must be the result of personal research and reflection. 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 can support candidates by reviewing their work before it is handed in for final assessment. This can be orally 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/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

AO1 Research, Analysis and Evaluation

Research	<ul style="list-style-type: none"> 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 	24 marks
Analysis	<ul style="list-style-type: none"> Analyse findings and/or sources used in order to answer the research question 	20 marks
Evaluation	<ul style="list-style-type: none"> Evaluate the research methods and sources used 	12 marks
AO1 Total		56 marks

AO2 Reflection

Reflection	<ul style="list-style-type: none"> 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 	12 marks
AO2 Total		12 marks

AO3 Communication

Communication	<ul style="list-style-type: none"> 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 	12 marks
AO3 Total		12 marks

TOTAL

80 marks

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"> • The question chosen has been thoughtfully justified. • The question has clearly guided the research conducted and content of the report. • The research methods and/or sources used are highly appropriate for the project and clearly justified. • The project is very well-designed and there is evidence of careful planning throughout. • The research log has been consistently maintained and there is evidence that it has been used to support the research process throughout.
3	13–18	<ul style="list-style-type: none"> • The question chosen has been reasonably justified. • The question has largely guided the research conducted and content of the report. • The research methods and/or sources used are appropriate for the research project and there is a reasonable justification for their selection. • The project is well-designed and there is evidence of planning at times. • 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.
2	7–12	<ul style="list-style-type: none"> • There is an attempt to justify the question chosen. • The research conducted and content of the report are broadly related to the question. • The research methods and/or sources used are either appropriate for the project or there is a reasonable attempt to justify their selection. • The project is reasonably well-designed but there is little evidence of planning. • The research log has been used to record information relating to some aspects of the research process.
1	1–6	<ul style="list-style-type: none"> • A question has been chosen but there is no serious attempt to justify it. • Much of the research conducted or content of the report is only vaguely related to the question. • 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. • The research log is superficial and gives little evidence of the research process.
0	0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.

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"> Excellent analysis of findings and/or sources used. The analysis is consistently focused on the research question. Conclusions drawn 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.
3	11–15	<ul style="list-style-type: none"> Good analysis of findings and/or sources used. The analysis is relevant to the research question. Conclusions drawn are supported by the evidence presented. There is an answer in response to the research question relevant to the evidence presented in the report.
2	6–10	<ul style="list-style-type: none"> Some analysis of findings and/or sources used. The analysis is partially relevant to the research question. Conclusions drawn 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.
1	1–5	<ul style="list-style-type: none"> Some limited analysis of findings and/or sources used. The analysis lacks relevance to the research question. Conclusions drawn 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.
0	0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content.

AO1: Evaluation

- Evaluate the research methods and sources used

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

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

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

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. If your school is in India, you can also enter your candidates in the March 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 syllabuses in a single exam series. The only exceptions are:

- Cambridge International AS & A Level Global Perspectives (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 and carrying forward marks

Candidates can retake Cambridge IPQ as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

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 9980 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

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 socio-economic, cultural and linguistic 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 follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. 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. This is explained in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- 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.
- 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. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

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 or 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.

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 2027

The syllabus has been updated. This is version 1, published September 2024.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2020 are still suitable for use with this syllabus.



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

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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