Teacher Guide

Cambridge International Project Qualification 9980

For examination from 2020

Version 1

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Introduction

The Cambridge International Project Qualification (Cambridge IPQ) offers learners the opportunity to conduct a research project on an area of personal academic interest. It acts as a valuable precursor to the kind of learning tasks undertaken at university as well as the investigative projects which are integral in the workplace.

The Cambridge IPQ facilitates the development of research, independent learning and evaluative writing skills by providing an opportunity to investigate a topic area in greater depth than is possible in an A Level course. Universities value learners with experience of research and employers value those who can demonstrate independent thought, analytical skills and the ability manage a project to a successful outcome.

Format

The Cambridge IPQ is comprised of several elements:
- Independent research designed to answer a research question.
- An externally assessed 5000 word report.
- A research log which details the work the learner has undertaken and the evolution of their project.
- A ten minute interview / viva as a summation of the project and through which the learner can demonstrate and celebrate their achievement.

Details of the assessment

Details of how the Cambridge IPQ is assessed are summarised below. Full assessment details are available in the syllabus.

Assessment criteria overview: Cambridge International Project Qualification		
AO1 Research, Analysis and Evaluation		
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	24 marks
Analysis	• Analyse findings and / or sources used in order to answer the research question	20 marks
Evaluation	• Evaluate the research methods and sources used	12 marks
AO1 Total		56 marks
AO2 Reflection		
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	12 marks
AO2 Total		12 marks
AO3 Communication		
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	12 marks
AO3 Total		12 marks
TOTAL		80 marks

Value as a qualification

By encouraging learners to develop and manage their own projects through to completion, the Cambridge IPQ is a first step towards the type of learning required to be a successful in higher education. It develops planning and project management skills as well as higher-order thinking and research skills. It also helps learners to develop resilience as they engage in an extended, self-directed piece of work. These are valuable and transferrable skills for higher education, employment and lifelong learning.

How to use this guide

This guide is intended to help you to understand and manage the Cambridge IPQ. The flexibility of this qualification means that the only prescriptive elements are the submission dates and the elements needed to construct a project which meets the assessment criteria. It should be used in conjunction with two other documents:
- the syllabus 9980
- a *Learner's Guide to the Cambridge International Project Qualification* (from here onwards called the Learner Guide).

Roles and responsibilities

There are three key roles relating to delivery of the Cambridge IPQ:
- co-ordinator
- teacher of skills
- supervisor.

How these roles are organised will depend on school resources. It may be the case that the co-ordinator is also the teacher of skills but, equally, this may be a teacher who has undertaken their own research and is keen to use their experience to help prepare learners to complete the Cambridge IPQ. The teacher of skills and the co-ordinator can also supervise learners.

While there is likely to be more than one supervisor at a school and potentially there could be more than one teacher acting as the teacher of skills (different classes could, for example, have a different teacher of skills), there should be only one person acting as co-ordinator in each school. The most important requirement is to ensure that the person undertaking each role has a clear understanding of what is required and has sufficient time to complete it, particularly in relation to meeting with learners.

Co-ordinator

The co-ordinator is responsible for devising and administering the delivery of the Cambridge IPQ. How this happens will be dependent on internal school demands and the staff available. It will include the setting of internal deadlines for the planning review, the completion of the outline proposal form (OPF) the post-OPF review, the mid-project review, the final review and the interview / viva. See the pages on delivery models for guidance on how the course could be managed.

The person in this role must ensure that other teachers delivering the course understand the Cambridge IPQ and have the necessary training. It is of critical importance that they know what they can and cannot do in terms of supporting learners (see the syllabus) and understand the nature of the assessment so that they can ensure that learners' projects meet the assessment criteria.

The coordinator is also responsible for introducing the qualification and explaining its value. This may be part of a wider school conversation about who the project is aimed at and what can be gained from it in terms of usefulness for higher education and relevance to the world of work. In the first instance this promotion it might be through a number of school channels, for example assemblies, a written document for parents and learners, or an electronic mail shot, depending on what works best for your school setting. Once the course is running, you will have past projects you can show to prospective learners and their parents as well as other materials such as videos of vivas.

Once the qualification has been introduced, the co-ordinator must select learners for the Cambridge IPQ. This will depend on the size of the school, the number of learners and the number of staff available to teach and to supervise. If there is to be any element of selectivity this needs to be decided on school relevant factors which might include, but is not restricted to, learners' academic ability, their level of interest and the amount of time they have as well as the availability of staff to support and supervise. If there is to be a selection process it may be wise to have learners present their initial ideas plus some evidence of introductory research and their reasons for wanting to complete the Cambridge IPQ, verbally or on paper, to help you make a decision as to those for whom this is an appropriate addition to their academic life.

Once the learners have been identified, they need to be matched with supervisors and these supervisory partnerships then have to be managed. This will be dependent on the resources you have available but it is worth considering matching learners with supervisors who are not subject experts to avoid any potential leading during the research process. You also need to make sure that supervisors have time to undertake their role and this may necessitate some negotiation in relation to their other activities. Supervisors need to understand the nature of the Cambridge IPQ, the time commitment and the requirements of their role.

The co-ordinator is responsible for planning and potentially teaching the core skills needed. This may be an area where you want to have control so that you know what all learners are being taught the same skills. Alternatively you may choose to have a specific teacher deliver the skills – in which case you need to ensure they are teaching the appropriate skills and at the correct level.

It may be useful to set up a network of subject experts (if needed). This can work well if you have staff available who are willing to be involved. They need to be guided on what they can and cannot do as a subject expert.

It is important that the co-ordinator is able to administer the overall process. You need to collate and check all the necessary material and sign off projects at key points. The extent of your role here will depend on your school and the contribution made by an exams officer.

The final element of the role is to create an archive of materials for future reference. This means retaining completed projects, their attendant paperwork and other materials such as vivas.

Summary for the Co-ordinator:
- Set up and manage the life cycle of the Cambridge IPQ.
- Create the supporting infrastructure.
- Select and manage the learners.
- Manage staff helping to deliver the Cambridge IPQ.
- Sign off projects at key stages and ensure successful submission.
- Create an archive and market the Cambridge IPQ.

Teacher of skills

The teacher delivering skills may well have undertaken their own research project. This will give them a good understanding of the necessary requirements. The fundamental part of this role is to produce resources and plan lessons to develop learners' core skills. This might include:
- devising and refining a question
- research methods
- planning and time management
- evaluation of methods and sources
- report writing
- academic honesty.

It is important to deliver the same material to all learners. There may be some extra skills which only need to be delivered to certain learners, such as those undertaking a science based project. Being able to deliver the skills to groups helps to create a sense of unity between learners and may allow them to develop effective peer relationships with others undertaking similar projects.

Lessons on research methods are likely to include:
- literature reviews (most reports are likely to include a literature review alongside primary research but this may be used as the only research method if appropriate to the topic)
- qualitative research methods (e.g. ethnography, interviews, focus groups)
- quantitative research methods (e.g. surveys, experiments)
- mixed methods.

The resources and useful links developed for learners during the skills lessons should be made accessible to them outside of the classroom. These resources may be paper-based or online, depending on what works best in your school.

Summary for the teacher of skills:
- Identify resources at an appropriate level for the Cambridge IPQ.
- Produce materials.
- Deliver lessons.
- Make materials available so they can be used at any time by learners.
- Update materials as necessary to suit the needs of learners.

Supervisor

The supervisor helps learners to understand the structure of the Cambridge IPQ and what is expected of them. You need to make sure the learner appreciates the nature of the Cambridge IPQ, how it is assessed and the extent of the support you can give.

One-to-one meetings with each learner need to be established. You need to decide on the number and frequency of meetings and their function at the outset. Whatever you decide, make sure that clear goals are set for each meeting. This is key if the project is to progress at an appropriate rate and for the meetings to be productive.

One of the first steps is to agree a timetable with the learner and manage it. You must take a lead here but also be ready to listen to the learners and their needs. Following on from this it will be necessary to help structure and refine the research question. This may best be done in conjunction with the co-ordinator as getting a good title is key to the success of the project. You must take responsibility but also be open to any suggestions or modifications from the co-ordinator.

Once in progress, you need to support the learner through their project. You need to reinforce messages such as the importance of maintaining the research log, planning time effectively, avoiding plagiarism, etc. You also need to guide the learner so they can break their project into feasible tasks and help manage any issues they might experience. Central to this is making sure that learners meet internal deadlines. These will be set by the co-ordinator and include: the planning review, submission of the OPF, the post-OPF review, the mid-project review, the final review and the interview / viva.

At the conclusion of the project, you will need to conduct the interview / viva. Although this is not assessed separately, it marks an important summation of the Cambridge IPQ. It allows you to check that the project is the learner's own work and for them to demonstrate to others what they have achieved. It also helps to create a record which can be used for marketing in the future. You will need to have read the research report prior to the interview / viva.

Throughout the course, you will need to liaise with the co-ordinator as required to update them on progress and to ensure that learners are not losing focus in their work, such as taking an overly narrative approach or going off at a tangent from what was agreed at the OPF review. You need to be open to suggestions and advice from the co-ordinator.

What a supervisor must not do:

- Offer to provide detailed subject guidance.
- Undertake any research on behalf of a learner.
- Prepare or write any subject-specific notes or drafts.
- Correct any part of a learner's subject-specific notes or drafts.
- Prepare any part of a learner's report.

Key stages for the supervisor:

- Plan and set up a realistic schedule of meetings with the learner.
- Support the learner to produce a successful OPF.
- Support the learner to move forwards through an OPF review.
- Conduct a mid-project review to make sure the learner is on track.
- Conduct a final review to make sure all the elements necessary for a successful submission are in place.
- Conduct the interview / viva.
- Liaise with the co-ordinator throughout the Cambridge IPQ process.

Delivery models and planning

Delivery models

The Cambridge IPQ can be submitted in June and November (and March for India only) so there is a high degree of flexibility and it should be possible to place the project in an appropriate time frame for your school. The alternatives listed on the following page are suggestions – they are not restrictive in any way.

Whichever submission date and time frame is chosen, you need to ensure there is sufficient time planned for:

- teaching the necessary skills
- planning and conducting research
- completing and reflecting on the OPF
- writing up the report
- completing the necessary paperwork.

Note that the first three elements are likely to account for around 50 per cent of the time allotted to the Cambridge IPQ.

Model 1 – For submission in May for the June examination series

Jun – Jul	Aug	Sep – Oct	Nov	Dec	Jan – Feb	Mar	Apr
Introduce the Cambridge IPQ so learners can consider topics and undertake preliminary research.		Use timetabled lessons to teach the necessary skills and begin the process of supervisor / learner meetings. Submit the OPF by 31 October.	Conduct a post-OPF review and continue with research.	Mid-project review.		Conduct a final review to ensure completion of the report and research log. Conduct the viva / interview.	
				Writing report			

Model 2 – For submission in May for the June examination series

Sep	Oct	Nov	Dec – Jan	Feb – Mar	Apr
Introduce the Cambridge IPQ so learners can consider topics and undertake preliminary research. Use timetabled lessons to teach the necessary skills and undertake.	Support learners to refine questions and submit the OPF by 31 October.	Conduct a post-OPF review and continue with research.	Mid-project review.	Writing report	Conduct a final review to ensure completion of the report and research log. Conduct the viva / interview.

Model 3 – For submission in October for the November examination series

Jan – Feb	Mar – Apr	May – Jun	Jul – Sep	Oct
Introduce the Cambridge IPQ so learners can consider topics and undertake preliminary research.	Use timetabled lessons to teach the necessary skills and begin the process of supervisor / learner meetings. Submit the OPF by 30 April.	Conduct a post-OPF review and continue with research.	Writing report	Conduct a final review to ensure completion of the report and research log. Conduct the viva / interview.

Planning for supervisor / learner meetings

The key function of the supervisor / learner meetings is to provide support and guide learners through the production of their project. The meetings should be regular and mutually agreed. Both parties should keep a record of the meeting, including what was discussed and the targets set for the next meeting (learners should record this in their research log). Elements of a meeting from a supervisor's perspective might include:

- initiating a discussion on progress or of ideas
- encouraging progress if the learner has been busy elsewhere or has got 'stuck'
- asking questions to prompt discussion
- challenging a learner's ideas
- asking for clarification of their points / assumptions
- setting targets for the next meeting
- checking that all deadlines can be met.

An important part of the meetings is to use effective questioning. This means eliciting responses from the learner and letting them take the lead in their own project journey. This is best achieved by the use of open questions such as:

- What do you think you should do next?
- Why?
- What do you mean by?
- Why did you write?
- Have you looked at?
- Did you think about?
- Why didn't you?

In addition to supporting learners to develop their project, setting internal deadlines and ensuring they are met is also a key element of these discussions. The deadlines will dictate the shape of the project's development and should be set in conjunction with the co-ordinator. It is your role to support the learner to meet them.
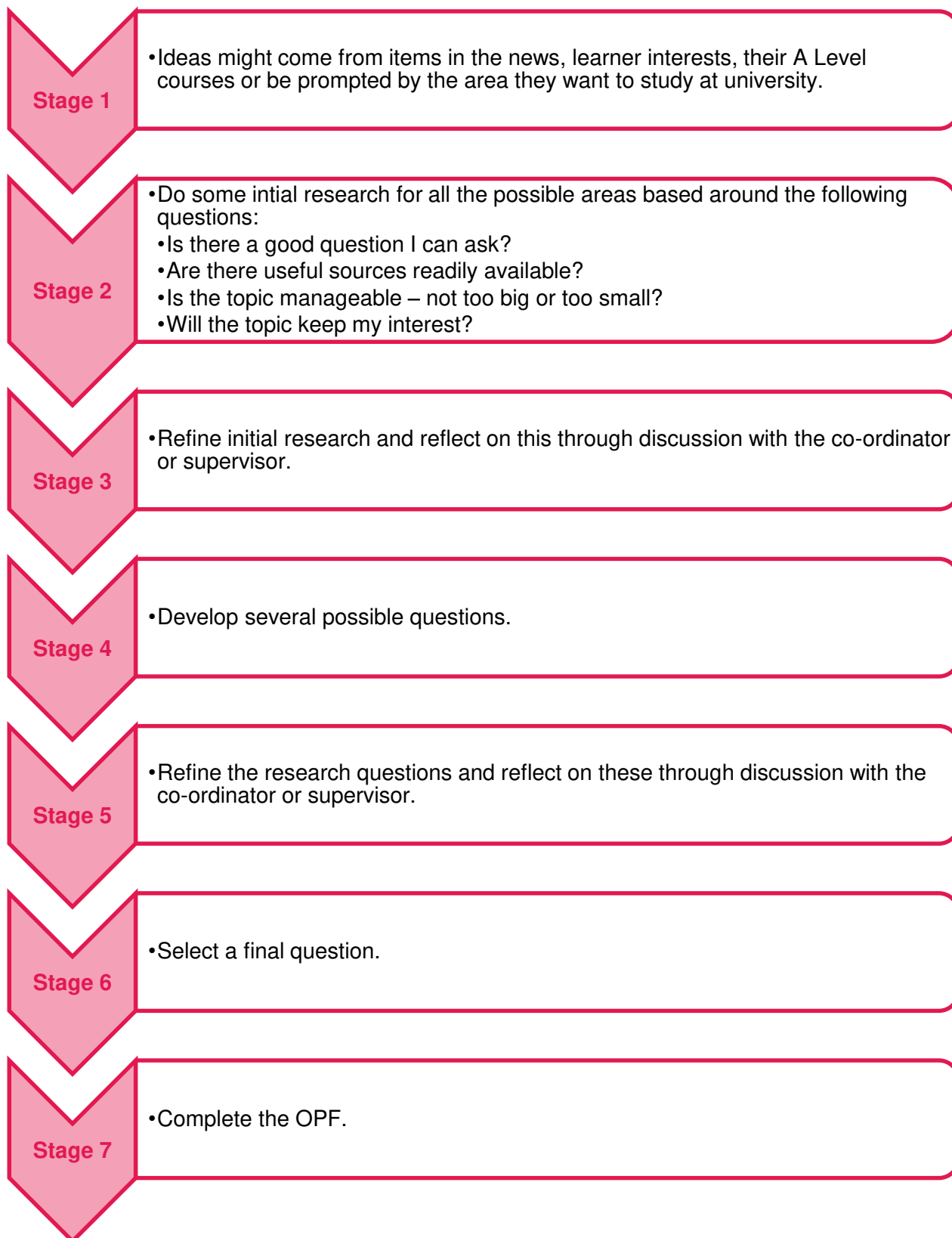
Key meetings in the Cambridge IPQ cycle:
1. Initial planning meeting leading to OPF submission. This should take the form of a structured discussion leading to the production of the OPF form; this is important in order to get the project off to a good start. Care needs to be given to the completion of the OPF so that it presents a full and realisitic picture of the proposed project.
2. Post-OPF review. This stage is critical in shaping the final direction of the project. You need to support the learner in acting on any advice given and liaising with the co-ordinator if necessary.
3. Mid-project review. As well as all necessary research being conducted by this point this is a good time to ask for some intial written work as a demonstration of the learner's intent to complete the project and to check that the project is deliverable in the time allowed.
4. Final review. This will take place after the completion of the project and the attendant paperwork. It may also involve the setting up and conducting of the interview / viva.

Preparing learners

Choosing a topic and devising a question

The chart below is an overview of the process:

Stage 1
- Ideas might come from items in the news, learner interests, their A Level courses or be prompted by the area they want to study at university.

Stage 2
- Do some intial research for all the possible areas based around the following questions:
  - Is there a good question I can ask?
  - Are there useful sources readily available?
  - Is the topic manageable – not too big or too small?
  - Will the topic keep my interest?

Stage 3
- Refine initial research and reflect on this through discussion with the co-ordinator or supervisor.

Stage 4
- Develop several possible questions.

Stage 5
- Refine the research questions and reflect on these through discussion with the co-ordinator or supervisor.

Stage 6
- Select a final question.

Stage 7
- Complete the OPF.

There is an overview of this in the Learner Guide. To support stages 1-6, it would be useful to develop an internal planning sheet with questions for each learner to answer. For example:

- What is your potential topic?
- Why have you chosen this topic?
- What are some possible research questions?
- What resources are available?
- What will you have gain from completing a project on this topic?

Refining a question – how a supervisor can help a learner

Starter questions for a discussion:

- Is the question sufficiently academic?
  - o Is the chosen question in an area where there is research which has been undertaken by experts?
- Is the question feasible?
  - o Is it manageable in the time available?
  - o Is it too wide-ranging?
  - o Is it too narrow in its focus?
- Are there a range of good quality sources readily available?
  - o Do reputable newspapers and journals have helpful articles?
  - o Are there good quality books and web based resources easily accessible?
  - o Can these resources be checked to make sure they have integrity?
- Is the topic suitable and not contraversial?
  - o Is the topic culturally sensitive and, therefore, perhaps inappropriate?
  - o Is the topic contraversial in a wider sense – such as on terrorism?

Detailed refinements:

- Which area of your topic is the one you want to research in depth?
  - o Is it an area in which you are sufficiently interested to see it through?
  - o Have you given the topic careful thought?
- Is the area chosen one which lends itself to a question?
  - o Are there alternative questions so that the best possible question can emerge?
- Are there sources available with a range of evidence and views so there is enough material to research?
- Is the question one which will allow you to meet the assessment criteria?
- Is the question one where the answer is not already obvious and where there is room for anlayais of evidence?
- If the topic or the question does not work will you be able to change or refine it to achieve success?

An example of how to refine a project question

A learner meets with their supervisor to explain that they would like to research the topic of inflation for their Cambridge IPQ. They tell their supervisor that they have read the A Level Economic syllabus carefully and picked an aspect that they are particularly interested in and would like to study in more detail.

The supervisor can suggest that the learner does some more exploratory research on a range of alternative themes to help them narrow their area of interest. They can also give the learner an internal planning sheet to help them structure their research and their thoughts.

At the next learner / supervisor meeting the learner can show their supervisor the range of research they have accessed in their notebook and they can discuss the internal planning sheet, which may include two or three alternative questions. The supervisor can offer some things for the learner to think about in relation to each question, such as the range and rigour of sources and the manageability of the different questions. The supervisor can ask the learner to reflect on the discussion, to undertake more research if necessary and then to refine their question to something more specific, for example: 'Has the control of inflation been positive for the UK economy in the last five years?'

Completing and submitting the OPF

Submitting the OPF is a compulsory element of the Cambridge IPQ so time needs to be set aside for its completion.

When the OPF is returned with feedback this is a key time for reflection. The learner must consider the advisor's response and decide how to act on any advice they are given, with the final decision being theirs in the light of a discussion with their supervisor and, possibly, the co-ordinator.

If the OPF is returned with the potential question not approved, the learner must meet with the co-ordinator to discuss the feedback. It is the responsibility of the co-ordinator to ensure that the learner adjusts their proposal in response to feedback from Cambridge International. Learners may proceed with the co-ordinator's approval and should not submit a second proposal to Cambridge International.

Further details on the OPF can be found in the syllabus.

Supervisor key activities

Time management

Below is a suggested model to make sure all internal deadlines are met and the project contains the elements necessary to meet the assessment criteria.

Stage 1	•Initial planning meeting with learner to see if the topic is suitable.
Stage 2	•With support the learner identifies, refines and focuses on a research question through research. Completing an internal planning sheet can help with this.
Stage 3	•Support the learner to complete and submit the OPF. •Discuss the feedback when the OPF is returned.

Stage 4	•Meet with the learner regularly to:
	  •encourage them to break their question into parts to help target their research
	  •suggest they plan the main sections of their project report
	  •encourage them to keep a research notebook by asking to see it at each meeting
	  •check their research log at each meeting and use this as a stimulus for discussion.

Stage 5	•Mid-project review. At this meeting you should:
	  •check progress through the learner's research log
	  •review any written work you have asked them to produce, such as the introduction
	  •set targets for the production of the report.

Stage 6	•Encourage the learner to write their report:
	  •check they are on target to meet internal deadlines
	  •check they are writing in an appropriate way
	  •encourage them to reflect, edit and refine
	  •Remind them of the overarching principles of the Cambridge IPQ
	  •Remind them of the word limit
	  •Remind them about avoiding plagiarism.

Stage 7	•Final review to check for completion, referencing, footnoting etc.
Stage 8	•Arrange and conduct the interview / viva.
Stage 9	•Complete and sign all necessary paperwork before passing everything to the cordinator with plenty of time to meet submission deadlines.

Research stage

Questions you need to think about for each meeting with a learner about research:
- What research have they completed so far?
- Are their sources / resarch methods appropriate?
- What else do they need to do?
- What is their end goal?
- Does it all fit together?
- Is it being recorded appropriately in their notebook and resarch log?

Finding sources

This process needs to be checked early on to ensure the learner knows how to find sources; this should have been covered in the skills teaching but it is worth making sure they have understood. Sources should be appropriate for the expected academic level of the research report and for the topic chosen.

It is expected that sources will be drawn from an academic or professional context. They may include academic books and journals, commercial research reports and articles in professional journals as well as newspaper articles, including editorials, although the latter need to be evidence based.

Learners need to be reminded to analyse and evaluate the sources they use.

Keeping records

Learners should keep a notebook, and although it is not submitted to Cambridge International, it is an important tool and develops good habits for university study and work-based research tasks. It helps learners to manage the sources they have looked at over a period of time and is helpful when writing the final report. The notebook should be brought to every meeting with the supervisor to show progress and support points for discussion. To be most helpful, every entry should contain the following points:
- date
- source
- brief notes on the evidence
- comments (credibility / bias etc.)
- complete specific references: for books and magazines this includes page number(s) so it is easy to find again; for websites the URL and the access date are needed; for books, the author, title, date and place of publication and the page need to be quoted.

The research log is submitted with the project. It should be brought to every meeting (or emailed to the supervisor before the meeting) and updated after each meeting. The resarch log is a valuable way for the learner to record their journey through the project. Successful research logs will include:

- details of research as it is carried out
- websites accessed and their URLs
- books / journals / magazines consulted
- brief notes on content
- useful quotes (noting carefully where they came from)
- comments about credibility / reliability / authority of sources
- questions for further research
- ideas about how the research fits into their overall plan
- preparation for, and recording of, meetings with the supervisor
- questions for the supervisor
- suggestions made by the supervisor
- ideas about what to do next.

The research log must, as a minimum, include details of and reflection on:

- the initial planning meeting
- feedback from the OPF
- any changes to the resarch question during the project
- the mid-project review meeting
- the final review meeting.

Writing up

General points

Starting to write the report too soon can mean there is little substance and no clear sense of direction; starting too late can make everything a rush and the chance to edit, improve and reflect is lost. A co-ordinator may set an internal deadline by which every learner must have produced some written work to show they are serious about their project and to demonstrate that they have the skills to produce a final report.

Other than the deadlines set by the co-ordinator, the decision about when to write is one to be made between the learner and their supervisor. There are key points to be taken into account:

- Breaking the report into different elements and then writing drafts can make the process feel less daunting. However, the upper word limit of 5000 words means that learners should keep their drafts to a realisitic size. Careful editing will help to reduce the word count but having to cut a text significantly is not easy, it can take a great deal of time and change the overall final emphasis.
- The upper limit of 5000 words is absolute - work beyond this limit will not be marked.
- Footnotes and a bibliography are not included in the word limit but learners should not include substantive argument in footnotes. Any text included in footnotes in an attempt to extend the word limit will not be included in the assessment.

Points on structure

It is important not to be too prescriptive about structure; part of the process is for the learner to reflect on their project and develop a structure which is appropriate to communicate the research they have conducted.

However, every report is likely to contain certain core elements:
- introduction
- justification of research question, research methods and/or sources used
- analysis of research findings and / or sources used
- evaluation of research methods and sources
- conclusion
- reflection
- bibliography.

The reflection should be a maximum of 500 words. It can be introduced throughout the report at relevent points or be included at the end of the report as a descrete section.

Learners should remember that they are not writing a definitive study but are trying to reach an answer to their question based on research and the evidence they have presented.

Interview / viva:

The interview / viva is not submitted to Cambridge International but is an important aspect of the learning process. It should be built into the internal timeline and seen as a key element of the overall project.

The interview / viva should last around ten minutes and should be conducted by the supervisor. Ideally the co-ordinator will be present and other teachers who have an interest in the subject area can be invited if the learner is happy for this to happen. The learner may want to invite a friend or parent. The supervisor should have read the report prior to the interview / viva. For more information, see the syllabus.

Role of the interview / viva:

- Allows the learner to demonstrate what they have discovered and their ability to complete an extended research task.
- Allows the supervisor to check that the learner has mastered the question they set out to answer.
- It is a celebration of the time spent by the learner and is a recognition of the transferrable skills that have been acquired.
- Demonstrates to the wider school community what can be achieved.
- Can be shown to future learners to encourage them to undertake a Cambridge IPQ of their own.
- Can be shown to parents to celebrate achievement and demonstrate the breadth of the school curriculum as well as the development of a range of transferrable skills and qualities in learners.
- Can be shown to other schools or included in school promotional and marketing information.

Academic honesty

The learner, supervisor and co-ordinator are all responsible for guaranteeing the academic honesty of a Cambridge IPQ. This is a complex area with several different areas, which are considered below:

Referencing and citations

Research conducted by others must be credited appropriately. This means citing and referencing sources so that a reader can trace the material consulted to its origin.

Cambridge International does not mandate the use of one particular system to do this but a learner must adopt one which is clear, consistent and appropriate to the research area. It involves recording for each source, at a minimum, the author, title, date and place of publication (where stated), and (for electronic resources) a URL. It is good practice to use one of the well-known academic referencing systems, such as APA, Turabian, Chicago or MLA style, depending on the subject area chosen, as this helps learners prepare for research at higher levels. However, any system that allows a reader to trace unambiguously the origin of the material used is acceptable.

Plagiarism

Quoting, paraphrasing or otherwise relying on others' work without credit can amount to plagiarism.

It can occur unintentionally if a learner fails to keep good records of sources used when preparing their work, and then reproduces material from those sources without attribution. Learners should be encouraged to record details of each work they consult as they gather their research notes. They must also use quotation marks diligently when transcribing material from sources so they do not later mistake such material for their own ideas and reproduce it without appropriate attribution.

Reproduced material in the essay must be identified clearly and immediately as another's work, e.g. by enclosing it in quotation marks and including a footnote, endnote or parenthetical citation. Closely paraphrased material should be cited too.

Quoting others' material at length without commentary or discussion, while not necessarily plagiarism if the source is clearly cited, will not achieve marks as it will not be credited as the learner's own original work.

Off-the-shelf essays

This is deliberately submitting work written by someone else. It is often detected after submission by antiplagiarism software, but teachers are also responsible for verifying work as the learner's own. Misconduct of this type can be detected by comparing the material to work that is verifiably the learner's own (e.g. work produced in class) to see if there are obvious deviations in fluency or style.

Spinning

This is the use of 'article spinners', which are web-based tools that disguise copied material by replacing key words with their synonyms and so produce material that is structurally identical to the original but using subtly different terms. The prose generated is often superficially impressive, but on closer inspection its meaning may be confused and unclear.

Teachers need to look out for work that displays unusually grandiose vocabulary ('assuage agony and enduring'), especially alongside awkward or faulty phrasing ('expectation of closure and existence', 'a think mediation'). This is still plagiarism.

Guidance on what to do if you identify plagiarised work is given in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Documents and key stages

The documents below must be submitted for each Cambridge IPQ:
- a cover sheet (declaration of originality)
- the OPF returned by Cambridge International with advisor comments
- the research log
- the report.

Checklist of key stages

The key stages of the Cambridge IPQ are:
- the initial planning meeting
- submission of the OPF
- post-OPF review
- mid-project review
- final review
- interview / viva
- submission of Cambridge IPQ.

Assessment of projects

The assessment objectives and assessment criteria used to mark the Cambridge IPQ are given in the syllabus.

To meet the assessment criteria for Research the learner needs to:
- have an appropriate research question, which has been justified in their report. This includes explaining why they are interested in the topic and why it is a worthwhile focus for research. The report should be clearly focused on the research question.
- plan and manage the project effectively, using appropriate research methods. This should be evident through the research log and the description of the research process in their report. The research methods chosen should be justified in relation to the topic / question. It should be clear that thought has been given to the most appropriate way of collecting information to answer the research question.

To meet the assessment criteria for Analysis the learner needs to:
- interpret and summarise the findings of any primary research conducted, this includes drawing out key trends, patterns, arguments and conclusions and relating these back to their research question.
- draw out key arguments, evidence and conclusions from the sources they use, relating these back to their research question.
- draw conclusions which are clearly supported by the evidence presented in the report and provide an answer in response to the research question which is reflective of the evidence presented.

To meet the assessment criteria for Evaluation the learner needs to:
- discuss strengths and weaknesses of the research methods they have used. These strengths and weaknesses should be related to the specific research context. That is to say, strengths of the method for studying the particular topic and weaknesses of the method for the particular topic. It is important to note that all research methods have weaknesses and showing recognition of the possible weaknesses of the methods chosen enhances the research.
- explicitly evaluate the sources that they have used in their report. This may include commenting on the author or institution from which the source originates, the purpose for which the source was written, or the arguments and evidence contained within the source.

To meet the assessment criteria for Reflection the learner needs to :
- reflect on the strengths and limitations of their research project, including whether they achieved what they set out to achieve and the main problems they faced in completing the project.
- discuss how and why their views on the topic have changed or developed, giving specific examples of when something they learned or experienced had an impact on their personal viewpoint.

To meet the assessment criteria for Communication the learner needs to:
- accurately use subject-specific language throughout the report
- cite and reference all sources used in an appropriate format and give a list of all sources consulted with includes author, title, date, publication, and url
- present the findings from any primary research conducted in a clear and appropriate format
- structure their report in a way that makes it clear to follow which is likely to include the use of headings and subheadings as are appropriate for the topic area.