



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0077	G.K. Aruna		
Assessment Session	January 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

Unit	Learning Outcomes	Evidenced
4164 - LO A	4164 - LO A: Explain their understanding of the concept of learning and how people learn.	Sufficient
4164 - LO B	4164 - LO B: Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.	Sufficient
4164 - LO C	4164 - LO C: Explain their understanding of the term 'assessment' and its purposes.	Sufficient
4164 - LO D	4164 - LO D: Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.	Sufficient
4164 - LO E	4164 - LO E: Plan a lesson that has clear aims and objectives and a coherent structure.	Sufficient
4164 - LO F	4164 - LO F: Teach a lesson using active learning approaches to engage and motivate students to learn.	Sufficient
4164 - LO G	4164 - LO G: Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.	Sufficient
4164 - LO H	4164 - LO H: Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.	Sufficient
4164 - LO I	4164 - LO I: Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.	Sufficient
4164 - LO J	4164 - LO J: Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.	Sufficient
4164 - LO K	4164 - LO K: Teach lessons using formative assessment methods to support and monitor the students' learning.	Sufficient
4164 - LO L	4164 - LO L: Evaluate lessons to identify strengths and areas for further development in classroom practice	Sufficient

Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.	Distinction	This portfolio demonstrated a well-focused understanding of teaching and learning that develops across the submission. Concepts are well-understood and then applied to the candidate's own practice.
Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own	Distinction	Thinking and practice clearly evidence growth and development across the portfolio. There is a well-focused understanding of relevant theories and principles; and these are applied well in an online teaching



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practice, and identification of learning from experience.		environment. EoR sections show some excellent reflective practice that is well-supported with mentor conversations.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	Pass	Questions and issues arising from study are engaged with in an appropriate manner and are well-supported by a choice of relevant examples. In order to improve this AO, it would be good to see more analysis and challenge of some of the ideas and concepts.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	Distinction	The portfolio is well-presented and clearly structured with opinion supported by meaningful references that follow academic conventions.

Examiner feedback to candidate:

There are many strengths to this portfolio. The candidate presents a strong opening with clear evidence of a good understanding of both how and when we all best learn. There is a clear acceptance of the benefits of active and independent learning and the power of formative assessment, with a good use of module materials and wider reading to support learning across the portfolio.

The candidate uses the EoL and EoR sections of the portfolio to share a meaningful learning journey that acknowledges the importance of learner motivation and the use of prior learning in informing new learning and skills acquisition. It is also good to see attempts at collaborative learning despite difficult circumstances.

In order to improve, it would be good to see more engagement with mentor feedback. This would be aided if mentor comments were able to explain how to improve, as well as what to improve. In addition, the candidate would benefit from further study around the areas of differentiation and inclusion. This need could be met by further engagement with other PDQ modules.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0078	Bhavya Vemuri		
Assessment Session	January 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

Unit	Learning Outcomes	Evidenced
4164 - LO A	4164 - LO A: Explain their understanding of the concept of learning and how people learn.	Sufficient
4164 - LO B	4164 - LO B: Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.	Sufficient
4164 - LO C	4164 - LO C: Explain their understanding of the term 'assessment' and its purposes.	Sufficient
4164 - LO D	4164 - LO D: Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.	Sufficient
4164 - LO E	4164 - LO E: Plan a lesson that has clear aims and objectives and a coherent structure.	Sufficient
4164 - LO F	4164 - LO F: Teach a lesson using active learning approaches to engage and motivate students to learn.	Sufficient
4164 - LO G	4164 - LO G: Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.	Sufficient
4164 - LO H	4164 - LO H: Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.	Sufficient
4164 - LO I	4164 - LO I: Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.	Sufficient
4164 - LO J	4164 - LO J: Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.	Sufficient
4164 - LO K	4164 - LO K: Teach lessons using formative assessment methods to support and monitor the students' learning.	Sufficient
4164 - LO L	4164 - LO L: Evaluate lessons to identify strengths and areas for further development in classroom practice	Sufficient

Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.	Distinction	There is clear evidence of a well-developed understanding of teaching and learning, and how this applies to the candidate's own professional practice/ EoR statements clearly show a developing ability to critically evaluate.
Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own	Distinction	Thinking and practice develop well across the portfolio, with a sound understanding of relevant theories and principles, and clear evidence of how these can be applied to the candidate's own professional practice both



Cambridge PDQs Candidate Result and Feedback report

practice, and identification of learning from experience.		online and face to face.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	Pass	Questions and issues are analysed in a sound manner, with a good use of examples and a range of information sources. There is a structured approach to analysis and discussion. In order to improve, it would be good to see more contemporary evidence informing practice. For example, if the OfSTED reference is from 1995.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	Distinction	The portfolio is well-structured, clearly presented and academic conventions are followed.

Examiner feedback to candidate:

There are many strengths to this submission. Lesson planning is well-structured and clearly models engagement with active learning and formative assessment strategies. There are successful attempts to adapt best practice models and theories of learning to an online context. There are successful collaborative learning activities and some use of peer and self assessment.

The candidate clearly evidences their engagement with the course materials and wider reading. This engagement is used well to inform developing professional practice and reflective thinking. Feedback from the mentor is used constructively to inform improved practice.

In order to improve further, it would be good to see a growing understanding of the power of effective questioning both as an active learning strategy and as a tool for effective formative assessment. In addition, best practice might be better informed if checks were made to ensure sources used reflect current thinking and practice. For example, the OfSTED reference was from a 1995 source. In addition, the candidate would now benefit from wider reading around the area of inclusion and differentiation.

Overall, there are many successes in this submission that establish a strong foundation for future learning and effective classroom practice. The candidate might now benefit from continuation on to another PDQ module.