



## Cambridge PDQs Candidate Result and Feedback report

<b>Centre Name</b>	<b>Candidate Number</b>	<b>Candidate Name</b>		
Ambitus World School	0066	Puvvula Jaya Lakshmi		
<b>Assessment Session</b>	November 2021	<b>Module</b>	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of relevant concepts and principles. There is a good understanding of Piaget's Constructivism Theory. However, active learning is more based on Social constructivist theories. For further reference, look at the bibliography of the Module Guide 1, look for Lev Vygotsky and Jerome Bruner.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying	Pass	Some evidence of application of theories to own practice. To enhance this, the evidence of practice needs to demonstrate more active



## Cambridge PDQs Candidate Result and Feedback report

practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.		learning and a variety of activities with individual, pair and group work. At the moment, it is mostly teacher-led. For further reference, please consult: 'Getting started with Active Learning' on the Cambridge website.
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	Analyses questions and issues arising from study, in a sound manner.
Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	Pass	Attempt to reference appropriately. To improve this - use consistently a reference system such as Harvard.

### Examiner feedback to candidate:

The candidate has demonstrated all the learning outcomes to achieve a Pass grade. There is a good understanding of relevant concepts and principles. There is evidence that the candidate has developed their professional thinking and own practice throughout module 1. The lesson plans are well-structured and age appropriate, this area could be enhanced by including more peer and group activities. There is evidence that the candidate is cultivating the reflective practitioner approach. The evidence of reflection could be improved by including more critical evaluation from the feedback of mentor and own reflections. A useful resource available on the Cambridge website is: 'Getting started with Reflective Practice'.



## Cambridge PDQs Candidate Result and Feedback report

<b>Centre Name</b>		<b>Candidate Number</b>		<b>Candidate Name</b>	
Ambitus World School		0067		Jasmine Suvarna Helen Bandela	
<b>Assessment Session</b>	November 2021	<b>Module</b>	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.	Insufficient
4164 - LO K	4164 - LO K: Teach lessons using formative assessment methods to support and monitor the students' learning.	Insufficient
4164 - LO L	4164 - LO L: Evaluate lessons to identify strengths and areas for further development in classroom practice	Insufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of learning concepts and principles.
Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.	Fail	Little evidence of linking effective practice with theories and principles. Poor evidence of reflective evaluation. Candidate needs to demonstrate more evidence of developing thinking and practice between unit 2 and unit 3. To improve this - critically reflect on the feedback from the mentor and base your



## Cambridge PDQs Candidate Result and Feedback report

		planning, prioritising the key areas of development from the Observer Feedback Form in unit 2. Please refer to: 'Getting started with Reflective Practice' and the key questions and information in the Module Guide 1.
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	Analyses questions in a largely appropriate manner. Structured approach to discussion.
Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	Pass	Academic conventions mostly followed, with attempt to reference appropriately. To improve this - some in-text-citations were missing and the reference list needs to be alphabetically organised. Ask your Programme Leader for the Webinar 'Academic Writing' on PDQ Connect.

### Examiner feedback to candidate:

Learning outcomes J, K and L were missing. For J, the intended outcomes in the Observation Feedback Form of unit 3 need to be based on the key outcomes from unit 2, and prioritise the key areas of improvement of the feedback from the mentor. At the moment, there is not enough evidence of developing practice from unit 2 to unit 3. K needs to demonstrate more improvement of a variety of peer assessment strategies and questioning techniques from unit 2 to unit 3; the feedback from the mentor is very similar from unit 2 and unit 3. For L, the Teaching Activity Log includes 3 activities, two are from the same day of the second lesson taught and the other one is one day after. These three activities missed the opportunity to demonstrate reflective thinking. These activities need to be from different days after the second lesson taught and demonstrate that they are based and designed taking into account the feedback from the mentor.

There is a good understanding of relevant theories and concepts in the report. However, these can be improved by connecting more of the theory with practice, as at times it is generic. For example, there is an opportunity to expand on the group activities in the lesson plans by discussing in the report if the groups were mixed ability, if each learner had a role, if the zone of proximal development could be useful, etc. Also, adding a variety of digital artifacts can promote reflective development and add value to the evidence. For example, adding a short video or recording of the discussions with the mentor, or/and a small video of the classroom where the 'new' aspect of the pedagogy is being developed.



## Cambridge PDQs Candidate Result and Feedback report

<b>Centre Name</b>		<b>Candidate Number</b>		<b>Candidate Name</b>	
Ambitus World School		0068		Nandita Math	
<b>Assessment Session</b>	November 2021	<b>Module</b>	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of relevant concepts and principles. These could have been enhanced by including more critical evaluation of the relevant concepts. There is good understanding of Piaget's Constructivism theory. Going forward, you may find it interesting to research further and find the differences with social constructivist theories of Lev Vygotsky's and Jerome Bruner.
Evidences effective practice, with a sound	Pass	Some evidence of application of theories and



## Cambridge PDQs Candidate Result and Feedback report

and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.		principles to own practice. Some evidence of reflective evaluation.
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	Analyses questions and issues arising from study.
Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	Pass	Presents ideas in an orderly manner. References are in-text-citations and are inconsistent - some in-text-citations were missing, page numbers need to be included when using direct quotations, references need to be in alphabetical order, web pages in the references need to include the date they were accessed, etc. We recommend to consistently use the Harvard referencing style. Please ask your programme leader for the Webinar 'Academic writing' available on PDQ Connect.

### Examiner feedback to candidate:

The candidate has achieved all the learning outcomes to achieve a Pass grade. There is a good understanding of relevant literature, such as Constructivist theory and the importance of building on previous knowledge at the beginning of the lesson. Reflection of own practice and discussion with the mentor has promoted development of new pedagogies, such as active learning activities in own practice. Evidence of practice could be improved by planning the lesson with a variety of effective formative assessments, use more active learning, as at times it could be more teacher-centered, include more differentiation and question techniques. The Teacher Activity Log could have demonstrated more insights of reflective writing by designing activities taking into account previous feedback from the mentor and colleagues.

The Certificate of Teaching with Digital Technologies might be beneficial as a next step, to explore ways to use digital technologies for formative assessment and differentiation. This will provide you with a further opportunity to research about child development and the differences between intrinsic and extrinsic motivations.



## Cambridge PDQs Candidate Result and Feedback report

<b>Centre Name</b>	<b>Candidate Number</b>	<b>Candidate Name</b>		
Ambitus World School	0069	Tummala Swapna		
<b>Assessment Session</b>	November 2021	<b>Module</b>	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Demonstrates a broad understanding of relevant concepts. To improve these, the candidate can explore the social constructionist theory of Lev Vygotsky. This will promote further understanding of the social nature of learning and the concept of Zone of Proximal Development. This concept offers opportunities to use pair work while differentiating.
Evidences effective practice, with a sound and largely accurate understanding of	Pass	Some evidence of application of theories and principles to own practice. The evidence of



## Cambridge PDQs Candidate Result and Feedback report

relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.		learning and reflection could be improved by linking more practice with theory. The report at times is too generic. Some useful resources are: 'Getting started with Reflective Practice' and 'Getting started with Evaluating Impact'.
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	Analyses questions in a sound manner. The use of more examples drawn from own practice can add value and insight to the report.
Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	Pass	Presents ideas in a consistent manner. Attempts to reference appropriately - to improve this and to avoid plagiarism, we recommend the consistent use of a reference system such as Harvard. Please ask your Programme Leader about the Webinar 'Academic Writing' on PDQ Connect.

### Examiner feedback to candidate:

The candidate has evidence to qualify for a Pass grade. The candidate planned, taught and reflected from both lessons effectively. There is good understanding of Constructivism and the importance of planning a lesson with beginning, middle and conclusion. The area that could be improved is allowing more time for the planning of the second lesson in unit 3. Try to find more opportunities to use your reflective journal between unit 2 and unit 3. This will promote to gain deeper insights of how to use the feedback from the mentor and other sources before planning the second lesson. The lessons taught could have been further enhanced with more active learning, differentiation and a more variety of formative assessment. Vygotsky's concept of Zone of Proximal Development and scaffolding questioning technique could be interesting. For further reference see the module guide for the bibliography and the key questions.