



Cambridge PDQs Candidate Result and Feedback report

Centre Name		Candidate Number		Candidate Name	
Ambitus World School		0061		Subhadra Avadhanula	
Assessment Session	October 2021	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)	

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	Sufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	With reference to relevant concepts, and theories, the candidate investigated thoroughly how and why digital technologies can be used within their own practice to support teaching and promote learning. The candidate was aware of the effectiveness use of digital technologies in lessons and planned in Unit 2 to implement their lessons creatively using different digital technology to develop 21st century skills.
Evidences effective practice, with a sound	Pass	Coherent lesson plan with clear objectives.



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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.		The candidate gave examples on how digital technologies enhanced learning and motivated students. The candidate used digital technology tools for Assessment for Learning and attainment, but there was less evidence of inclusive or differentiated learning being planned for or implemented.
Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.	Distinction	The candidate's evaluation and reflection on their own experience showed their determination to using digital technology in their lessons to encourage effective learning and critical thinking. Evidence has been given that supports concepts, principles and theories related to using digital technologies to support teaching and learning.
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 candidate analysed the importance of using digital technologies for teaching and learning in their practice and reflected in Unit 3 on how the use of digital technology can be inclusive; and how we need to differentiate our teaching using digital technology to differentiate and scaffold student learning.

Examiner feedback to candidate:

This portfolio had many strengths, and the candidate has achieved all Learning Outcomes. The learning journey is clear, and the classroom practice is firmly focused on the use of digital technology to support active, independent remote learning. The portfolio evidenced a range of digital technology learning strategies and tools that were clearly motivating; and the use of effective formative assessment techniques were able to show that good learning had taken place. Observational feedback from the school mentor and colleagues showed a clear focus on the impact of digital technology on learning and teaching and student's motivation. Ideas and arguments were well presented throughout their work and backed up by evidence. The candidate's desire to continue developing their new skills acquired from this programme was very apparent.



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Centre Name		Candidate Number		Candidate Name	
Ambitus World School		0062		Prathibha M	
Assessment Session	October 2021	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)	

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	Sufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate highlighted all the Digital Technology facilities, devices, and tools in two schools analysing the effectiveness use of software and hardware in school education. Their evaluation of the experienced teacher's lesson was more descriptive rather than an analysis. The observational feedback needed more focus on the use and application of digital technology to explain how it achieved inclusive learning.
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Evidences effective practice, with a sound 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.	Pass	Coherent lesson plan with clear and achievable objectives. The mentor needed to focus more on the effective use of digital technology in the learning process beside the teaching strategies. It would be better if there was more sufficient evidence from their experience to reflect the effective use of digital technologies in the lesson.
Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.	Distinction	The candidate selected some appropriate digital technologies to design learning activities to develop different skills. When designing learning activities using digital technologies the candidate used feedback from colleagues and students to identify strengths and areas for further development.
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 candidate explained how important is to relate their practice of using digital technologies for teaching and learning to concepts, principles and theories.

Examiner feedback to candidate:

The candidate has evidenced effective practice with a well-focused understanding of theories with evidence of reflective evaluation. A range of information sources have been used to inform discussion and find solutions to challenges encountered. Overall, there is a professional approach shown to the presentation of work. The candidate recognised some tools for assessment for learning practice and provided students with guidance on how to develop their skills in using the devices for independent learning.

Some evidence has been given that supports concepts, principles and theories related to using digital technologies to support teaching and learning

In the analysis, the candidate reflected well on their experience identifying their strengths and areas for improvement explaining in their evaluation how they are going to make digital technologies an integral part of their own practice.

Mentor's feedback could have been more constructive if they focused more on the effective use of digital technology to enhance inclusive learning and focused more on how to utilise digital technologies tools for Assessment for Learning.



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Centre Name	Candidate Number	Candidate Name
The Creek Planet School	0063	Swetha Dannayak

Assessment Session	October 2021	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)
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Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	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	A well-focused understanding of relevant concepts and principles. Critical evaluation of own practice is evident.
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	Effective practice is evident throughout the work. Learning from experience and reflective evaluation is well evidenced.



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practice, and identification of learning from experience.		
Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.	Distinction	Analyses questions and issues, in a well-focused manner, supported by valid and reliable evidence. Uses a range of information sources and references.
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	Ideas, arguments and information are presented in a well-structured manner and throughout the work. Academic conventions followed, with appropriate referencing to published work.

Examiner feedback to candidate:

The candidate demonstrates a well-focused understanding of theories and principles of teaching and learning with Digital Technologies. All learning outcomes have been met. A range of information and sources have been used to inform the discussion in a well-structured manner and throughout the work. Diploma is recommended for this candidate for further professional and career development.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0064	Anthony Mary Goli		
Assessment Session	October 2021	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	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	A well-focused understanding of relevant concepts and principles. Clear evidence of analysing strengths and weaknesses.
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	Applies relevant theories and principles in their practice. Reflective evaluation of own practice is evidence throughout the work.



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practice, and identification of learning from experience.		
Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.	Distinction	A well-focused manner in analysing questions and issues arising from study, and followed by a relevant examples. A well-structured portfolio.
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	Consistently presented ideas and information and in a well-structured manner. Appropriate referencing is used throughout the work.

Examiner feedback to candidate:

The candidate demonstrates a well-focused understanding of relevant theories and principles. They have reflected well in their journey and all learning outcomes have been achieved. They apply relevant concepts and principles to their own practice. They used useful and relevant examples from their own practice. Academic referencing is used throughout the work to back up ideas and work. Diploma is recommended for this candidate.



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Centre Name		Candidate Number		Candidate Name	
Ambitus World School		0065		Shanmugavalli Anisetty	
Assessment Session	October 2021	Module	4167	Cambridge International Certificate in Teaching with Digital Technologies Module 1 (4167)	

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	Sufficient
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	Sufficient
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	Sufficient
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	Sufficient
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	Sufficient
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	Sufficient
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	Sufficient
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	Sufficient
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	Sufficient
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	Sufficient
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	Sufficient
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	Sufficient

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	Broad understanding of concepts and principles applied to own practice.
Evidences effective practice, with a sound 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.	Pass	Effective practice with some theories applied to own practice and some evidence of reflective evaluation.



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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	Analysis and discussions from study, using some different sources of information and relevant examples.
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	Presentation generally consistent and professional with minor weaknesses. Academic conventions mostly followed when referencing.

Examiner feedback to candidate:

Candidate evidences exposure to literature, however, there is no evidence or references that are specific to theories of Teaching and Learning with digital technologies neither an analysis of its limitations in own context. Theories used to analyse own practice with technologies are those of Teaching and Learning instead. Models such as SAMR or TPACK could have been used to support the analysis for example, not only mentioned or with limited application to own practice.

Analysis more focused on own practice and sometimes on the features of the digital technologies themselves. References are not specific to the Certificate.

Lesson plan evidences effective practice and documents of practice provide detail.

Presentation could be improved by proof reading the text and a consistent use of the Harvard style of referencing, especially for direct quotations. The reference list should be presented in alphabetical order.

Candidate could progress to module 2 and 3, although, some minor weaknesses in level 4 can be considered major in level 5.