



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0095	Pavani Mettapalli		
Assessment Session	January 2023	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 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 literature. To move to Distinction criterion, more evidence of identification of strengths and weaknesses in the theoretical perspectives is needed.
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 practice, and identification of learning from	Distinction	Evidence of reflective evaluation of own practice, and identification of learning from experience.



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experience.		
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 an appropriate 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	Present ideas in a consistent manner. There are some inconsistencies with the academic references - to improve this, we recommend the use of Harvard System of referencing

Examiner feedback to candidate:

The candidate has met all the learning outcomes achieving a Pass grade. There is evidence that the candidate is developing evaluative iterative reflective skills in the three units. The analysis in the report showed linking theory with own practice.

Unit 2, the candidate successfully planned, taught, and evaluated a lesson. The candidate reflected from the feedback and self-reflections of the new learning in unit 2 and focused on refining further the planning and implementation of inclusive group work

In unit 3, the candidate effectively used the mentor feedback and own self-reflections from unit 2 in unit 3. This was demonstrated in the planning and teaching of the lesson plan in unit3 where the focus was on improving group activities. The candidate further used the mentor feedback to demonstrate strong developing thinking and practice in the unit 3 Teaching Activity Log.

The candidate will benefit from taking Module 2. Some areas that could be enhanced is to include more critical thinking at level 5. For example, including in the arguments positive, negative, and debatable aspects of the theories and/or limitations to those related to own context/academic subject. A useful resource is the Module Guide 1, particularly trying to answer the key questions of each learning outcome.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0098	Lalitha Naidu Injety		
Assessment Session	January 2023	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	Demonstrates a detailed consistent understanding and knowledge of concepts and principles related to the relevant context.
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	Evidence effective practice. The evidence of the report and evidence of practice demonstrate evidence of reflective evaluative skills.



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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 in a well-focused manner. Evidence of exceptionally wide range of literature that informed new learning and own practice
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 were at times inconsistent - To improve this, we recommend the consistent use of a reference system such as Harvard. Some areas to focus on are the need to include in-text citations after direct quotations, reference list must be in alphabetical order, the year of publication in the evidence of learning and reflection need to be in parenthesis etc. Ask your programme leader for the Academic writing webinar available from Cambridge

Examiner feedback to candidate:

This eportfolio has demonstrated a well-focused knowledge and understanding drawn from Vygotsky's, Bloom, William work among other academics, which have enabled the candidate a detailed understanding on the theoretical underpinnings of active learning and pupils' learning development.

Unit 1 evidence a good connection of theory and practice with useful examples of own practice. The unit 1 Observation Form identified successfully the five key features of an effective lesson. Such as prior knowledge, rapport between teacher-student.

Unit 2 demonstrated a good consistent connection of theory and practice, illustrated by examples of the candidate's own practice.

Unit 3 showed how the candidate explored facilitating active learning through effective teaching and assessment.

The candidate will benefit from moving to Module 2 Teaching and Learning in action to further develop their classroom practice and theoretical knowledge.

Some areas that could further support the entry requirements in the introduction to the portfolio is:

- The candidate mentioned that teaching per week is 3 hours with 20 minutes. For future, it would be useful if the candidate could explain if the time is only for that particular group of students taught during the Certificate. This would be clear as the entry requirements are a minimum of six hours of teaching per week.

For further advice please refer to page 5 of the Syllabus of the Certificate in Teaching and Learning



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0099	Nagadevi Solasa		
Assessment Session	January 2023	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	Highly detailed theoretical understanding of sociocultural and motivational learning theories
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	Evidence effective practice with detailed understanding connecting theory with own practice. There is well-documented development of practice in the three units.



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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	Analysis has been demonstrated in a critical and well-focused manner. Well-structured work that has strengthened the criterion of Communication and presentation.
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	Present ideas in a well-structured and consistent manner.

Examiner feedback to candidate:

The candidate has demonstrated to be in line with the 'Cambridge teacher'. Throughout the portfolio there are insights that the candidate is confident, responsible, reflective, innovative, and engaged. These attitudes have supported the candidate in their learning journey.

The candidate has developed a reflective approach throughout Module 1 that has facilitated an effective spiral of learning demonstrated in all the learning outcomes of Module 1.

Unit 1, Demonstrated critical thinking in connecting a wide range of theoretical literature with practice.

Unit 2, the lesson plan demonstrated well-planned learning aims and outcomes. The learning outcomes were organized by increasingly level of higher order thinking skills, good variety of effective formative assessment through the lesson

Unit 3, the candidate demonstrated skills in collecting and interpreting feedback from the mentor. Additionally, the candidate developed practice by using feedback and strengthening strategies for differentiating. The Teaching Activity Log demonstrated good evaluative and reflective skills with detailed activities focused on monitoring the assessment for learning.

There is evidence that the candidate has learned from and with the mentor. The mentor has efficiently supported the candidate by scaffolding the candidate in their zone of development/growth from unit 2 to unit 3.

The candidate is encouraged to continue their professional development by pursuing Module 2.



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Centre Name		Candidate Number		Candidate Name	
Ambitus World School		0100		Meera P	
Assessment Session	January 2023	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate has demonstrated a broad understanding of relevant concepts and principles and can apply some of them in a meaningful way to their practice. However, the understanding of Active Learning and Assessment needs to be more in-depth. To obtain a distinction, further deep study of relevant theory, more consistent critical evaluation and more evidence of analysis of strengths and weaknesses are needed.
Evidences effective practice, with a sound	Pass	There was some evidence of reflective



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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.		evaluation of own practice and identification of learning from experience. To achieve a distinction grade, reflection on the application of theories and principles needs to be more focused on the impact on students' learning.
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	The candidate analysed questions in a largely appropriate manner. There was some use of relevant examples drawn from sound evidence. Some parts of the work need to be more analytical rather than descriptive. There was some repetition in the discussion. More relevant examples drawn from valid and reliable evidence are needed and to be analysed in depth.
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, arguments, and discussions in an orderly and generally consistent manner. Academic conventions need to be followed with reference appropriately. To achieve a distinction grade, it is important to respond to the summative assessment requirements so that ideas and information are presented professionally.

Examiner feedback to candidate:

All of the learning outcomes were evidenced sufficiently in the portfolio, some of them (LO G and J) were weaker than the others; this demonstrated the candidate had a growing understanding of teaching and learning. The candidate developed thinking and practice during the course. The development of teaching differentiated lessons was a strong feature. More reflection on the impact of the progress made in teaching practice and the students' learning is needed. The understanding of assessment and active learning approaches needs to be deepened and widened.

For further development taking the following actions will help:

- keep engaging with appropriate teaching and learning theories, concepts, and principles to support the development of classroom practice but make sure it is well understood – use the Cambridge Getting Started With... resources that are available online at: <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/>
- take forward important concepts such as using constructivist approaches to teaching and learning and in particular using active learning strategies to engage and motivate students to learn
- carry on focusing the planning of lessons on making them more inclusive
- use formative assessment and feedback to support as well as monitor learning and involve the students in the assessment process as much as possible
- when evaluating lessons reflect on the impact improvements in own teaching practice are having on the students' learning



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0101	Urmila Vineel Khadam		
Assessment Session	January 2023	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	The candidate demonstrated a well-focused understanding of relevant concepts, theories, and principles of teaching and learning and applied most of them to their practice. There was also clear evidence of critical evaluation and limitations throughout the work.
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	The candidate evidenced significant development of thinking and practice with a well-focused understanding of relevant theories, concepts and principles that underpin own teaching practice. The



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practice, and identification of learning from experience.		candidate is willing to try new teaching and learning approaches and is learning from experience.
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	The candidate analysed questions in a largely appropriate manner. The work was structured. Some parts of the work need to be more analytical rather than descriptive. More relevant examples drawn from valid and reliable evidence are needed and to be analysed in depth. A more well-structured approach to analysis and discussion is needed for a higher grade.
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	Ideas and discussions were presented in an orderly manner. Academic conventions need to be followed with reference appropriately. To achieve a distinction grade, it is important to respond to the summative assessment requirements so that ideas and information are presented professionally.

Examiner feedback to candidate:

All the learning outcomes were sufficiently evidenced in the portfolio, and this demonstrated the candidate had an adequate understanding of teaching and learning. It is clear that the candidate developed thinking and practice during the course, and was able to adopt the feedback from the mentor and implement most of them into practice. More analytical reflection on the impact of the progress made in teaching practice and the students' learning needed. Formative assessment tools could be used to assess and track students' progress. Implementing differentiation in each stage of learning is the key area needs to be developed. The understanding of the active learning approaches needs to be deepened and widened.

To be awarded a distinction grade it is important to keep focused on the summative assessment evidence requirements and make sure they are being addressed.

It is hoped the candidate will progress to Module 2 and if doing so should note the following:

- keep engaging with appropriate teaching and learning theories, concept and principles to support development of classroom practice but make sure it is well understood – use the Cambridge Getting Started With... resources that are available online at: <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/>
- carry on doing what was evidenced in Unit 3 where something new was being developed in classroom practice, but remember to keep the work focused
- take forward important concepts such as using constructivist approaches to teaching and learning and in particular using active learning strategies to engage and motivate students to learn · focus the planning of lessons on making them even more inclusive
- when evaluating lessons reflect on the impact improvements in own teaching practice are having on the students' learning



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0102	Kiranmai Govardhana		
Assessment Session	January 2023	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate has demonstrated a broad understanding of relevant concepts and principles and can apply most of them in a meaningful way to their practice. However, the understanding of differentiation needs to be more in-depth. To obtain a distinction, further deep study of relevant theory, more consistent critical evaluation, and more evidence of analysis of strengths and weaknesses are needed.
Evidences effective practice, with a sound	Pass	The candidate has developed their thinking



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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.		and practice through the course. To achieve a distinction grade, a well-focused understanding of teaching and learning theories, concepts and principles must be evidenced throughout the portfolio with all opportunities for reflective evaluation of own practice and learning from experience taken.
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	The candidate analysed questions in a largely appropriate manner. There was some use of relevant examples drawn from sound evidence. More relevant examples drawn from valid and reliable evidence are needed and to be analysed in depth.
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	Knowledge and ideas were presented in a structured and consistent manner, the presentation of evidence was professional. Academic conventions were also followed in a consistent manner with appropriate referencing of published work and other sources of evidence.

Examiner feedback to candidate:

All the learning outcomes were evidenced and many were strongly evidenced in the portfolio. This demonstrates the candidate has a detailed and well-informed understanding of teaching and learning. The candidate also developed thinking and practice and made much progress during the course. The mentor's feedback was adopted reflectively and effectively. Development of using active learning approaches was a strong feature, there were many different active learning activities were used effectively and successfully.

More reflection on the impact of the progress made in teaching practice and the students' learning needed. The candidate is still developing several aspects of classroom practice, such as the use of formative assessment results to inform and plan differentiated lessons and implement differentiation in each stage of learning.

The candidate is clearly ready for progress to Module 2, and if doing so should note the following:

- Find out more about differentiation of learning activities, inclusive learning, assessment, and applying these aspects at greater depth to your practice.
- Fully effectively used formative assessment for feedback on teaching and monitoring the students' progress can be developed further more.
- Deepen the breadth and depth of your knowledge, skills, and understanding even more about active learning.
- When evaluating lessons reflect on the impact improvements in own teaching practice are having on the students' learning.
- Study in more detail online Cambridge learning resources, "Getting Started With ..." series such as, "Getting started with Reflective Practice" and "Getting started with Evaluating Impact".



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Centre Name		Candidate Number		Candidate Name	
Ambitus World School		0103		Harshini Gudlavilleti	
Assessment Session	January 2023	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 broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate demonstrates some understanding of relevant concepts and principles of teaching and learning, and is applying them to own practice, but without critical analysis required for Distinction. There is scope for a broader and deeper knowledge and understanding of theory, concepts and principles.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying	Pass	The candidate evidences developing practice based largely on constructivism. There is evidence of applying a selection of



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practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.		concepts and principles to own practice and the beginnings 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	Issues arising from study and experience are discussed in a manner that is sometimes analytical in terms of concepts and principles and, at other times, descriptive and summarising. Some relevant examples from own practice are used to inform discussion. A range of sources, including journals, informs the discussions, although some opinions are expressed without reference to sources of information.
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	Ideas and discussions are presented in a broadly consistent manner that would benefit from greater synthesis of research with own ideas. There is a broadly professional approach in the portfolio. (See comments below regarding Teaching Log and Unit 2 lesson.) Academic conventions are mostly followed, although dates of accession are omitted from a number of websites.

Examiner feedback to candidate:

The instruction on the Unit 3 Teaching Activity Log template 'requires the candidate to select and analyse a range of teaching activities used in a sequence of lessons.' In this portfolio, the three activities in the log all come from one lesson and this weakens the evidence for Learning Outcome I.

As a result of the course, the candidate is developing practice from a more traditional teacher-led approach to one that incorporates greater student participation. The candidate is planning lessons in which objectives are shared and prior knowledge is identified, active and collaborative learning is facilitated and some formative assessments are used. There is development across the three units in understanding of concepts and principles as well as in practice. Learning Outcomes J, K and L are evidenced more strongly than earlier LOs because the candidate is starting to assimilate ideas arising from new learning with classroom practice. However, of concern is the fact that the Unit 2 Observed Lesson (22/7/2022) takes place before the Unit 1 EP Lesson (8/8/2022) which limits the new learning that can be applied in Unit 2.

In Unit 1, opinions are often expressed without reference to sources of information. In addition, LOs B and C would be evidenced more strongly by using examples from own practice.



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Centre Name	Candidate Number	Candidate Name		
NA	0008	Janani Krithivasan		
Assessment Session	January 2023	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	The candidate demonstrates a well-focused understanding of relevant concepts and principles with analysis of strengths and weaknesses. Relevant concepts and principles are applied to own practice with some evidence of critical evaluation and limitations.
Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice.	Distinction	The candidate evidences effective practice mainly based on constructivism, but with knowledge of other theories. There is evidence of developing reflective practice



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Evidence of reflective evaluation of own practice, and identification of learning from experience.		and strong evidence 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	Analysis of issues arising from study, discussion and experience is well-focused, drawing upon a range of relevant sources and supported by relevant examples from practice. Presentation is consistently well-structured.
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	Ideas, discussions and information are presented in a consistent manner, but omissions and anomalies in the portfolio affect the professional approach to the work. Anomalies occur in the dates of lesson plans and observations in Units 1 and 2 (see comment below). The Unit 3 Lesson Plan is missing a section (see below). There is an attempt to reference appropriately but without alphabetical order or dates of accession to websites. The portfolio would benefit from further proofreading for punctuation and syntax, including Unit 1 EP Observation.

Examiner feedback to candidate:

The candidate is experimenting with a variety of new approaches in the classroom intended to promote metacognition and differentiation. Throughout the portfolio these approaches are linked to theories, concepts and principles of teaching and learning. The candidate is supported by a mentor who is able to provide constructive feedback.

A strength of the portfolio is the Unit 1 analysis of different theories using examples from own practice, although there is scope for greater referencing. The candidate has clearly undertaken research and therefore this can be cited when, for example, in Unit 1 EoL referring to Maslow, 'cognitive overload' and connectivism. However, it is noted that where references are cited, they are discussed in a meaningful and analytical manner.

Date anomalies:

The Unit 1 EP lesson plan is dated 26/7/22 while the date of observation is 27/9/22.

Of more concern are the date anomalies in Unit 2:

- the Lesson Plan is dated 16/8/22
- the Observation Feedback Form has Pre-observation Discussion dates of 22/7/22 and 11/8/22
- the Unit 2 Lesson Observation is dated 27/7/22
- the Post-observation Discussion is signed 28/7/22

The August dates seem out of place, as does the September date in Unit 1. If the September date is a typing error, then it may be that the Unit 1 EP lesson and the Unit 2 Observed lesson take place on consecutive days which limits the time for reflection on Unit 1.

Unit 3 Lesson Plan missing section is the box labelled: Reflect and identify aspects of the lesson you think helped make it inclusive.

A logical next step for this candidate would be progression to Module 2 of the Diploma Programme. With this step in mind, the candidate is encouraged to consult resources in the Cambridge Getting started with series: [Getting started with](#)

The candidate is also advised to make use of Module guides and exemplar portfolios available on PDQ Connect.



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Further resources for differentiation can be found at: <https://geoffpetty.com>

The candidate discusses the impact of audio-visual and games resources. Such discussions can be supported with reference to VAK/VARK learning styles.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0105	Madhavi Buddula		
Assessment Session	January 2023	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	The candidate demonstrates a well-focused understanding of relevant concepts and principles with some analysis of strengths and weaknesses. When applied to own practice there is evidence of critical evaluation and limitations.
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	The candidate evidences effective practice based on constructivism. There is evidence of developing reflective practice and strong evidence of learning from experience.



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practice, and identification of learning from experience.		
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, discussion and experience are discussed in a sound and largely appropriate manner that is mostly descriptive and repetitive in Unit 2 but becomes more analytical in Unit 3. The accounts are supported by reliable sources of information and relevant examples from practice.
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	Ideas and discussions are presented in an orderly and consistent manner. There is a largely professional approach to the portfolio although it would benefit from further proofreading for punctuation and syntax. Academic conventions are mostly followed, with appropriate referencing except for two instances. (See below.)

Examiner feedback to candidate:

In Unit 2 EoR there is a quote on motivation by Kudrinskaia and Kubarev (2013), but this source does not appear in bibliography. The quote also appears in Unit 1 EoL, but without attribution. In Unit 2 EoR there is another in-text citation Clarke (2005) which does not appear in bibliography.

The candidate is trying approaches new to own practice, for example peer assessment in Unit 3, and the mentor's feedback is helpful in guiding the candidate's learning from experience (AC2). The candidate observes the change in practice as a result of the course from a behaviourist approach using an acquisition model of learning to a more participatory model based on constructivism. There is enthusiasm for the new approaches to teaching and learning and therefore progression to Module 2 of the Diploma Programme would be a beneficial next step.