



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0087	Shaik Anjum Sultana		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.	Distinction	The candidate demonstrates a well-focused understanding of relevant concepts and principles of teaching and learning. When concepts and principles are 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 theories, concepts and principles of teaching and learning. There is evidence of reflective practice and learning from experience.



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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 of issues arising from study, discussion and experience is well-focused, drawing upon a range of reliable sources and supported by relevant examples from practice. Presentation is consistently well-structured.
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	There is a professional approach to presentation throughout the portfolio, with opinions consistently supported by reference to sources of information. Academic conventions are observed with appropriate referencing.

Examiner feedback to candidate:

As a result of the course and further reading and encouragement from the mentor, the candidate is experimenting with a range of strategies new to practice. These are effectively evaluated to inform future practice and the candidate has benefitted from the mentor's observations and discussions that are analytical in terms of theory, concepts and principles of teaching and learning. Throughout the portfolio there is evidence of learning from experience. Progression to Module 2 of the Diploma Programme is strongly recommended.

The Programme Leader may wish to use this portfolio as an exemplar for candidates and mentors.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0088	Sireesha Tatineni		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.	Distinction	The candidate demonstrates a well-focused understanding of relevant concepts and principles, and is able to apply them to their own practice in a meaningful way. There is some analysis of strengths 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 that is consistently linked to relevant theories and principles of learning. There is evidence of developing reflective practice and learning from experience.



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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 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 and information are presented in a well-structured and consistent manner. There is a professional approach to presentation, although some opinions are expressed without support and some in-text citations are not matched in the list of references. Academic conventions are otherwise mostly observed.

Examiner feedback to candidate:

This portfolio evidences significant developments in the candidate's thinking and practice in a move away from 'content and delivery' to an approach that promotes active and collaborative learning, supported by a variety of formative assessments to help learners towards metacognitive practice. The candidate is seeking to apply strategies that shift learners' motivation from extrinsic to intrinsic and that cater to different types of learners. Observations and accounts are consistently linked to theory, concepts and principles of teaching and learning, for example the analysis of KWL in Unit 1 in terms of constructivism.

Therefore, progression to Module 2 of the Diploma Programme would be a logical next step. With this progression in mind, the following points should be noted:

- The candidate has clearly undertaken research, but sources of information are not cited in the assessment section of Unit1 Evidence of Learning.
- The candidate has made good use of the Cambridge Getting started with series, the Module 1 Guide and other reliable sources to develop thinking and practice. However, some in-text citations do not appear in the list of references.
- The list of reference in Unit 2 Evidence of Reflection lacks alphabetical order.
- Make use of exemplar portfolios available on PDQ Connect.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0089	Rajani Nayudu		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate demonstrates understanding of some relevant concepts and principles of teaching and learning, and is applying them to their own practice, but without any 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 on constructivism. There is evidence of applying a selection of concepts



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practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.		and principles to own practice and limited development 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 with frequent repetition. Relevant examples from own practice are used to inform discussion. A range of mostly print sources 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 to the presentation; although, the portfolio would benefit from further proofreading. In the attempt to reference appropriately, some in-text citations are not matched in the list of references.

Examiner feedback to candidate:

Although practice is still largely teacher-led, the candidate is nevertheless experimenting with new approaches that promote active and collaborative learning. The short period of time (one week) between the Unit 2 observed lesson and that of Unit 3 does not allow time for significant research and new learning to inform practice, although the candidate has planned for differentiated activities.

The candidate may wish to continue professional development by progressing to Module 2 of the Diploma Course. In making this step, the following points should be noted:

- In Unit 1 Evidence of Learning, the candidate has cited the Cambridge [Getting started with](#) series for Reflective Practice. Other resources are also available in this series and are recommended for future professional development.
- Learning Outcome 1 is evidenced in the Unit 3 Teaching Activity Log, but very weakly evidenced in the account for Unit 3 Evidence of Learning. The account focuses on the observed lesson and not the sequence of lessons. The candidate is advised to make use of Module guides and exemplar portfolios available on PDQ Connect.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0090	Anamika Mohnish		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate demonstrates understanding of some relevant concepts and principles of teaching and learning, and this increases across the units. However, 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 practice in teaching. Some evidence of	Pass	The candidate evidences developing practice based on constructivism. There is evidence of applying a selection of concepts and principles to own practice and



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application of theories and principles to own practice. Some evidence of reflective evaluation.		development 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 with frequent repetition. Relevant examples from own practice are used to inform discussion. A range of reliable sources 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 to presentation; although, use of italics is not consistent. In the attempt to reference appropriately, some in-text citations are not matched in the list of references.

Examiner feedback to candidate:

With the support of the mentor, the candidate is developing active learning strategies and is using observation and questioning for increasingly frequent formative assessment. A significant development from Unit 2 to Unit 3 is the differentiation for ability rather than grouping by roll number. Lessons are still largely teacher-led, but there is a trend towards a more participatory model. Therefore, the candidate may wish to continue professional development by undertaking Module 2 of the Diploma Programme. With this progression in mind, the following points should be noted:

- In the accounts there is often repetition of definitions and outlines of concepts and principles from various sources rather than a synthesised discussion.
- The candidate cites a wide range of sources of information in the accounts, but the lists of references are quite short and do not fully correspond to the in-text citations.
- The candidate has made use of Module guides and the Cambridge Getting started with series for Active Learning, Reflective Practice and Metacognition. An additional resource in this series is Assessment for Learning.
- There are also exemplar portfolios available on PDQ Connect.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0091	Bhavani Parvathaneni		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate demonstrates a broad understanding of relevant concepts and principles, and is able to apply them to their own practice in a meaningful way, but without analysis of strengths and limitations required for Distinction.
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 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	Issues arising from study and experience are discussed in a sound manner that is sometimes analytical and, other times, descriptive and summarising with some repetition. A range of relevant sources of information as well as relevant examples from practice inform the discussions, although some opinions are expressed without support. Presentation is well-structured.
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	There is a professional approach to the presentation, with opinions mostly supported by reference to sources of information. In-text citations mostly correspond to entries in the lists of references. Academic conventions are observed with appropriate referencing, although the Unit 2 Evidence of Learning list of references lacks alphabetical order.

Examiner feedback to candidate:

As a result of the course, the candidate is experimenting with strategies new to practice. These include active and collaborative learning, an awareness of different learning styles and a variety of formative assessments. There is also development of differentiated approaches.

The candidate may wish to further develop these aspects of practice by progressing to Module 2 of the Diploma in Teaching and Learning. With this step in mind, the following points should be noted:

- When evaluating lessons, apply critical analysis to identify limitations as well as strengths (Distinction level AC1)
- Make use of exemplar portfolios available on PDQ Connect.
- The candidate has made use of the Cambridge [Getting started with](#) series for Reflective Practice and Metacognition. Additional resources in this series include Active Learning and Assessment for Learning.



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Centre Name	Candidate Number	Candidate Name		
Ambitus World School	0094	Sweta Goyal		
Assessment Session	November 2022	Module	4164	Cambridge International Certificate in Teaching and Learning Module 1 (4164)

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

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	Pass	The candidate demonstrates understanding of some relevant concepts and principles of teaching and learning. However, 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 practice in teaching. Some evidence of application of theories and principles to own	Pass	The candidate evidences developing practice based on social constructivism. There is evidence of applying a selection of concepts and principles to own practice and development of reflective evaluation.



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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	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. Relevant examples from own practice are used to inform discussion. A range of reliable sources 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 further proof-reading to synthesize ideas. There is a professional approach to the presentation of the portfolio. In the attempt to reference appropriately, some in-text citations are not matched in the list of references, for example, Dylan William in Unit 2 Evidence of Learning. The list of references lacks alphabetical order and dates of accession to websites are omitted.

Examiner feedback to candidate:

The candidate has clearly embraced new learning and is attempting greater use of formative assessments and differentiated approaches. There is a trend towards more active learning using collaborative groups and an awareness of strategies to promote metacognition. The candidate expresses the wish to further develop differentiated practice and therefore may wish to progress 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.

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