Distinction

Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0083	Alekhya Bellapu

Assessment Session	October 2022	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	The candidate demonstrated a secure understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. They identified the effective use of DT to motivate students and develop the 21st century skills. They demonstrate an understanding of how digital technology needs to be adaptive to meet the needs of different learners and applies this to planning and practice.
Evidences effective practice, with a well-	Distinction	The candidate has gained a strong

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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 experience.		understanding of the use of digital tools and explained how much is needed in terms of inquiry and exploring the world around the learners for creativity and innovation. They present a well organised and coherent lesson plan, evidencing the importance of DT to enhance effective learning and inclusion. The candidate's critical evaluation of their lesson was broad, identifying their strengths and areas for development.
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-focussed analysis explaining how important it is to relate their practice of using digital technologies in the teaching and learning process to concepts, principles and theories. They allowed students to discuss their findings and share ideas using DT tools to enhance learning and to develop thinking skills. Created different tools for assessment and differentiation for inclusive 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	They presented their ideas confidently in a well-structured and consistent manner. They evaluated their work critically, supported with relevant theories and resources.

Examiner feedback to candidate:

The candidate has shown secure knowledge and understanding in all areas within their study. They demonstrated how the use of digital technologies can promote collaborative and inclusive learning. Their critical analysis allows them to identify their strengths and areas to develop in their practice. They recognised the difference between inclusive learning and differentiation and used different tools for assessment for learning.

Using the feedback from their mentor and self-reflection, they developed their practice and utilised appropriate tools for self-assessment, taking individuals needs into consideration to enhance learning. The candidate used feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.

The candidate's analysis and ideas are always supported with relevant references and theories.

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Cambridge Assessment International Education

Distinction

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Centre Name	Candidate Number	Candidate Name
Ambitus World School	0084	BHARGAVI MOTURI

Assessment Session	October 2022	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	The candidate demonstrated a secure understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. The candidate displayed a thorough analysis of how the local available digital technologies are used to support teaching and to promote learning. They reflected well on the ET lesson, critically evaluating and explaining the positive impact of digital technology on learning activities.

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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 experience.	Distinction	The candidate's teaching and reflective evaluation of lessons displays a developed understanding of relevant teaching theories and the principles and applied this to their own practice.
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 analysis and discussion of the issues that arise from their study is well focused and supported by relevant and useful examples drawn from valid and reliable evidence. They assessed the effect use of the digital technologies on students' learning by using appropriate formative assessment methods.
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 presented arguments and information in an organized and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Explaining how working with colleagues from other schools to design learning opportunities using digital technologies will innovate their student's learning.

Examiner feedback to candidate:

A well-structured and organised portfolio that reflects the candidate's strong and secure understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. They displayed a thorough investigation of how digital technology is used to support teaching and learning to develop 21st century students' skills.

Which concepts, principles and theories apply to the use of digital technologies for teaching and learning in your practice?

They identified the key features of an effective lesson, applying digital technology to promote active learning and to create an inclusive learning environment, engaging and motivating students to learn.

They evaluate their lessons using feedback from their mentor and their own reflections to develop future practice and create opportunities to collaborate with colleagues to design learning activities using digital technologies. Analysis always supported with relevant theories and references.

This candidate is ready for the next module.

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Centre Name	Candidate Number	Candidate Name
Ambitus World School	0085	Suman Korrapathi

Assessment Session	October 2022	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	Demonstrates a well-focused understanding of relevant concepts and principles, applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations. A comprehensive analysis of school audit reflected the candidates high understanding of the effective use of DT to support learning and teaching. The lesson observation was more analytical than descriptive.
Evidences effective practice, with a sound	Pass	Effective practice was evidenced with a

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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.		sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Well organised and coherent lesson plan that reflected the effect use of DT to approach learning. However, the candidate needed to gain more knowledge about the apps they are using to avoid any confusion. The candidate evaluated their lesson identifying their strengths and room for improvement.
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 arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. The candidate used DT to develop cognitive skills and social constructivism to enhance critical thinking and collaborative learning. They Used DT games and quizzes to assess students' learning and giving feedback for improvement.
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	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. The candidate analysed thoroughly and reflected well on their experience in using different DT strategies for their learning activities, explaining how their pedagogical skills have grown and developed in this course. All evidence were supported with appropriate theories and resources.

Examiner feedback to candidate:

The candidate has achieved all learning outcomes applying relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning. Their critical analysis and evaluation was supported with relevant theories and resources. A range of DT tools were used for assessment and differentiation. The candidate identified the key aspects of effective learning to consider when designing a lesson that uses digital technologies to promote collaborative learning, identifying the 21st century skills. The candidate worked well on the mentor's feedback to develop new teaching skills. They reflected well on their experience in this course and shared their experience of the effective use of DT in lessons with colleagues and considered students' feedback for improvement and future' plans.

The candidate is ready for the next level and module.

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Centre Name	Candidate Number	Candidate Name
Ambitus World School	0086	Renuka Velagada

Assessment Session	October 2022	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	Demonstrated a well-focused understanding of relevant concepts and principles, analysing how a range of locally available digital technologies support existing, or allow new, learning activities. Reflected well on the observed lesson and thoroughly analysed explaining how active learning and assessment took place with effective use of DT.
Evidences effective practice, with a well-focused understanding of relevant theories	Distinction	Evidence of effective practice, with a well-focused understanding of relevant theories

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and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.		and principles underlying practice in teaching and applied to own practice. Well-structured and organised lesson plan, identifying the strengths and areas for improvement in their evaluation of the lesson. They used DT tools to allow students to assess their peer work and reflect on them. Evidence of good a relationship between the teacher and students that encouraged a healthy learning environment.
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 arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Challenges the students to develop independent thinking and problem solving. Identifying the 21st century students' skills as well as 21st century teacher's skills to have deeper understanding of learner's needs in the context of global perspectives.
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	Presents ideas, arguments, and information in a well-structured and consistent manner. Professional approach to presentation of work and highlighting the effective experience with their colleagues by learning from each other and sharing best practices which will lead to subject integration and knowledge enrichment to explore new ideas and develop them further.

Examiner feedback to candidate:

A well-focused and well-organised portfolio throughout the course. The candidate showed a high standard of understanding of the relevant theories and principles applying them to own practice. The candidate demonstrated 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.

They Evaluated their lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice. Their lesson has clear learning objectives relating specifically to the use of digital technologies to promote learning. They include some strategies and tools to assess their students' learning. They explained with evidence the difference between inclusive learning and differentiation.

The candidate used feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies. Giving evidence that supports concepts, principles and theories related to using digital technologies to support teaching and learning.

The candidate is ready for the next level and next module.