



### Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0001	Konuri Chaitanya

Assessment Session	Module	
January 2025	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 principles and is able to apply them in meaningful ways to their own practice, while evaluating strengths and weaknesses.
Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own	Distinction	This candidate evidences effective practice with a well-focused understanding of relevant principles. There is evidence of reflective evaluation 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	The candidate analyses questions that arose during study in a well-focused manner and draws from reliable evidence. There is a range of information sources and the work 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	Arguments are presented in a well-structured and consistent manner. Opinions are backed by evidence and academic conventions are followed throughout the portfolio.

#### Examiner feedback to candidate:

This candidate has produced a well thought-out portfolio that documents a spiral of growth and learning. LO A was evidenced well and clearly demonstrated a deep understanding of learning theories and has applied them effectively in teaching. For LO F, the candidate has effectively incorporated multiple learning strategies (e.g peer discussions, graphic organisers and concept mapping) to engage and motivate learners, ensuring active participation.

For LO J, the candidate could assign specific group roles to ensure full participation as some students remain unclear about their roles in differentiated tasks.

It is evident that the candidate is developing their classroom practice by transitioning from a traditional, teacher-centred approach to an interactive, student-centred approach. Initially, their focus was on content delivery and rote memorisation, but they now incorporated active learning, differentiation, and formative assessments to enhance student engagement and understanding. Lesson plans were well-developed and the candidate benefited from diagnostic, detailed and evaluative feedback from their mentor. Careful guidance helped the candidate to identify, in very specific terms, what was new to their practice.

The word count on EOL in Unit 1 and EOL and EOR in Unit 3 are over the established limit which needs to be taken into account moving forward to the Diploma programme.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates a learning programme that provided opportunities to learn from the individual/collaborative and work-based elements of the programme, as well as the face-to-face learning sessions.

It is hoped that the next step in the candidate's professional development will be to proceed to Module 2 at Level 5 of the FHEQ. In making this step up, the following should be noted:

- adhere to recommended word counts by avoiding extensive and extended quotations from published works, ensuring that the focus remains on original analysis and reflection.
- keep engaging with appropriate teaching and learning theories, concepts and principles to support development of classroom practice.