



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0005	Mookambika Gajula

Assessment Session	Module	
February 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 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 can apply these in a meaningful way to own practice. They could improve with more critical evaluation of these concepts showing their possible limitations.
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 effective practice, with an understanding of relevant theories underlying practice in teaching. There needs to be greater evidence of reflective evaluation of their own practice.



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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	The candidate analyses issues arising from their study and experience in an appropriate manner. Their analysis needs to include greater depth of enquiry.
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 present ideas, arguments and information in a well-structured and consistent manner. There is a professional approach to the 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.

Examiner feedback to candidate:

LOs C and F were evidenced well and clearly demonstrated that the candidate had a good understanding of the role of assessment in supporting learning and how to plan and deliver engaging lessons using active learning strategies. The portfolio shows a clear understanding of how formative assessment can be used to check progress and inform teaching. There is evidence that the candidate understands how to engage learners with clear links to relevant teaching and learning theories.

LOs B and J were the least developed of all the learning outcomes. The candidate described teaching methods but did not evaluate them critically or discuss their limitations. The portfolio did not fully explore how teaching strategies were adapted to meet the needs of all learners or how lessons were managed to ensure effective differentiation.

Where the candidate did not achieve a Distinction in AC1, it was because they did not use the theories to critically evaluate their classroom practice. To obtain a Distinction, candidate need to use theories to explore the effectiveness and limitations of teaching strategies and learning activities. For AC2, reflections were often descriptive rather than analytical. The candidate should engage more critically with their experiences, clearly identifying what was learned from them and how this informed future planning and practice. In order to achieve Distinction in AC3, they should aim to link practical examples more explicitly to theory and evaluate their impact on learning.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, indicating a coherently integrated 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 the next step in the candidate's professional development will be to proceed to Module 2. In making this step up, which is at Level 5 of the Framework for Higher Education Qualifications (FHEQ), the following should be note:

- continue developing the ability to critically evaluate teaching strategies and assess their impact on learners
- deepen reflection by identifying not only what worked, but also why it worked or did not, using theory to support this
- strengthen understanding and application of differentiation, particularly in relation to supporting diverse learning needs.