



### Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0003	Nilam Rath

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 is able to apply these to their own practice. They need to provide evidence of a critical evaluation.
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 practice. Some evidence of reflective	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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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 addresses issues arising from their research in an appropriate manner. This, however, needs to be more focused and supported by relevant examples.
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	The candidate presents ideas in an orderly manner. When opinions are expressed, however, they need to provide evidential support.

#### Examiner feedback to candidate:

The candidate demonstrated a sound understanding of key concepts with an awareness of different ideas and approaches. They evidenced developing practice through an understanding of how different theories apply to practice. The use of different information sources to support discussion and analysis was evident and academic conventions were followed. This portfolio could have been improved to Distinction level with more references to appropriate theory and more structured analysis.

LO F was evidenced well and demonstrated that the candidate was able to teach a lesson using active learning approaches that engaged and motivated their students. LO L was the least developed of all the learning objective. The candidate identified what went well and what could be improved, these were not deeply evaluated. There was a lack of analysis on why something worked or how a change would impact future learning.

Where the candidate did not achieve a Distinction in AC1, it was because their application of learning theories were not used to evaluate their classroom practices and they merely described what happened in their classroom rather than relating it to reflect educational theories. AC1 needs to provide evidence of a critical evaluation of these theories and how they can be put into practice. Similarly, ACs 2 and 3 require analysis and evaluation rather than random quotations from published sources. AC4 requires opinions to be backed up by evidence.

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 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. In making this step up, which is at Level 5 of the Framework for Higher Education Qualifications (FHEQ), the following should be noted:

- when explaining a learning theory or concept to evidence knowledge, or using it to support an opinion, make sure it is evaluated
- further develop and deepen the breadth and depth of their knowledge, skills and understanding of the concepts of inclusive learning, formative assessment and feedback, using reflective practice to critically analyse and evaluate the impact of developments in classroom practice on the students' progress
- adhere more closely to word count recommendations
- suggested resource: <https://www.sheffield.ac.uk/study-skills/writing/critical/write>.