



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0002	SK QHUSHI ZAMEER

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 well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own	Distinction	There was evidence of effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. There is reflective evaluation of own practice, and



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practice, and identification of learning from experience.		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	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	The candidate presents ideas in a well-structured manner. There is a professional approach to the presentation of their work and academic conventions are followed.

Examiner feedback to candidate:

LOs B, D and F were evidenced well and clearly demonstrated that the candidate had moved on in their learning and practice as well as evaluating how their improved practice had had an impact on their learners' progress. This portfolio clearly identifies what is new to the candidate's practice, ie the use of active learning strategies and the linking of new knowledge to prior learning.

LOs A, C and L were the least well developed of all the learning objectives. The candidate demonstrated an awareness of how students learn and the role of assessment, but analysis lacked depth and critical evaluation. Lesson evaluations were mostly descriptive, with limited insight into areas of development.

To achieve a Distinction in AC1, candidates should link theories to their own practice and discuss how using the theories developed their practice. They need to discuss the strengths and limitations of the theories they applied to their practice. AC3 would benefit from a detailed analysis of educational theories.

The candidate benefits from diagnostic mentor feedback and clear evidence on how to improve their professional practice.

All the learning outcomes were evidenced at the required Framework for Higher Education Qualifications (FHEQ) Level 4 standard, which indicates 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 noted:

- further develop and deepen the breadth and depth of their knowledge, skills and understanding of the concepts of formative assessment and feedback, using reflective practice to critically analyse and evaluate the impact of developments in classroom practice on the learners' progress in learning
- focus the planning of lessons on making them more inclusive and differentiated.