



Cambridge PDQs Candidate Result and Feedback report

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0001	Gude Sravanthi
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	The 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 the 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 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:

This portfolio shows a clear spiral of learning and there is clear evidence of developing practice as the candidate moves from a teacher-centred classroom to one where learners are more actively involved in their learning.

LO F was evidenced well and demonstrated that the candidate was able to teach a lesson using active approaches that engaged and motivated their students. LO G was evident in the consistent use of formative assessment methods throughout the lessons. And LO J was evidenced well and demonstrated well-managed, student-centred lessons that were inclusive and differentiated to meet varied needs and abilities of the learners.

LO A was the least well developed of all the learning objectives where the candidate did not fully evaluate the theories of learning. LO L lacks deeper critical analysis when evaluating lessons, with reflections tending to be descriptive rather than focusing on identifying specific areas for further development.

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. To achieve a Distinction in AC4, the candidate should ensure that ideas and reflections are consistently supported by evidence or relevant theory, rather than personal opinion alone. Academic conventions should be fully followed, including accurate and consistent use of Harvard or similar system of referencing.

Please ensure that word counts are not exceeded.

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.

Module 2 would be a beneficial next step for this candidate and they may find it useful to explore the Getting Started series available on PDQ Connect so that they can focus their evaluation more effectively in the future.