



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.



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Centre Name		Candidate Number		Candidate Name
Ambitus World School		0002		SK QHUSHI ZAMEER
Assessment Session	February 2025	Module	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.



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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>.



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Centre Name	Candidate Number	Candidate Name
Ambitus World School	0004	Alisha Alisher

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 portfolio demonstrates a good understanding of relevant concepts and principles, and is able to apply these to their own practice. They need to provide evidence of a critical evaluation.
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 practice, and identification of learning from	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 identification of learning from experience.



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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 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 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 F, G and J were evidenced well and clearly demonstrated that the candidate has successfully engaged students using active learning strategies. They have effectively monitored student progress through formative assessment and have implemented differentiation in lessons. The portfolio demonstrated an ability to design interactive and student-centred lessons that actively involve learners in the learning process.

LOs I and L were the least developed of all the learning objective. While reflections were present, they were often descriptive rather than critically analytical, lacking evaluation of teaching strategies and proposed improvements.

Where the candidate did not achieve a Distinction in AC1, it was because their application of learning theories was not used to evaluate critically their classroom practices. AC1 should demonstrate a critical assessment of these theories and their effectiveness in practice rather than simply describing classroom activities. AC3 requires a greater level of enquiry into educational theories. It is evident the candidate is developing their classroom practice by moving from what was a very teacher-centred approach to one that is more learner-centred. As a result, this portfolio demonstrates a spiral of learning taking place through an accurate understanding of key teaching and learning concepts; development in thinking and classroom practice, and an increasing (from Unit 1 to 3) ability to analyse and evaluate. The Evidences of Learning for Unit 1 and 2 and Evidences of Reflection for Unit 2 and 3 are slightly over the word count. Please ensure future submissions are within the word limits set in the syllabus.

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 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:

- Keep engaging with appropriate teaching and learning theories, concepts and principles to support development of classroom practice
- Adhere more closely to word count recommendations
- The 'Getting started...' series of resources on the Cambridge website will be of great help.



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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.