



Cambridge PDQs Candidate Result and Feedback report

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