

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Examiner's feedback on assignments for

CERTIFICATE FOR TEACHERS AND TRAINERS

Centre Number	I	N	6	5	0	Centre Name	Hyderabad - India
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Batch date (mm/yy)	March 2011
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SECTION A FEEDBACK FOR CENTRE

Highlight(s):

The methods used in the teaching and training sessions are good and they apply to students of the age group chosen for the case studies. The students seemed to learn practically what they were taught by the use of the practical exercises. The practices used clearly show that it will improve the teacher's approach and the Learners' educational progress.

The Centre submitted 3 assignments and is clearly guiding the teachers appropriately so that they submit well-written assignments with innovative ideas. There is 1 Distinction and 2 Passes. The observation reports are detailed and offer good advice to candidates; highlighting strengths and areas for development to enable candidates to develop as reflective practitioners. We hope you will maintain this quality. The methods provided and used seemed to produce measurable results.

Point(s) for development:

The practical aspect in the studies really helped clarify the information for the students. Continue encouraging this approach rather than sticking to the instructive and formative approach especially in designing quizzes and tests. The Centre needs to encourage creativity in dealing with students and in creating practical and interesting handouts.

Further training can be given to have teachers who appear to like what they are doing and make learning seem fun. More pointers on feedback can help the teachers plan their questionnaires better in order to reflect the overall evaluation of the methodology used.

SECTION B FEEDBACK FOR CANDIDATES

<i>Cand. No.</i>	<i>Candidate Name</i>
0004	DIPTI ACHARYA

The tasks are very attractive to read and enjoy. In Unit 1, the practical approach and the implementation of the teaching techniques proved to be enjoyable and educational for the students. It allowed all the students to participate and reflect on the theme of the lessons taught. In Unit 2, Dipti encouraged shy learners to participate more by starting the sessions with free conversation using direct and indirect questions and Quiz Contest approach. Thus, engaging all learners in conversation and interaction. Formative Assessment used in Unit 3 was a straightforward assessment. It was carried out by giving short Questions and Answers and Multiple Choice. This type of assessment is very formal and usually students take it very seriously. For the age group the assessment method could have had more student practical involvement and more communicative approach questions. Her assignment can be graded as **Pass**.

Cambridge International Examinations

Examiner Feedback on assignments for

Cambridge International Diploma for Teachers and Trainers

Centre Number:	I	N	6	5	0	Centre Name:	CFBT EDUCATION SERVICES
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Batch date (mm/yy):	MARCH 2011
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The centre submitted 9 assignments representing Modules 5292 (Practice), 5293 (Assessment) and 5294 (Evaluation). Of the 9 assignments submitted candidates received 7 Pass grades and 2 Distinctions.

Highlights:

Module 2 – Practice: Teaching and Learning in Action

- There was evidence that the learning environment was managed at an appropriate level
- There were varied activities undertaken in each session
- Details of the teaching methods showed that consideration of learner needs had been considered

Module 3 – Assessment: Assessing Progress and Achievement

- There was some positive and constructive written feedback to students evidenced
- Formative and summative assessment methods and how to interpret the resultant data displayed a good understanding

Module 4 – Evaluation: Improving Teaching and Learning

- There was good evidence of planning and analysing goals for improvement
- The sources used in evaluation were clearly explained with good supporting reasons for inclusion.

Points for Development:

Module 2 – Practice: Teaching and Learning in Action

- In the session plan the timescale relating to activities in the lesson was too detailed. It seemed that using 2 or 3 minutes per activity would be difficult to manage.
- Two main issues featured in the observation reports of most of the candidates that related to planning and feedback back to learners. The Centre needs to ensure that all candidates in future submissions more fully address these issues.

Module 4 – Evaluation: Improving Teaching and Learning

- Although the word count for Part B is offered as a guide, candidates should bear in mind that this should only be exceeded by some 10% to ensure that the Reflective Report remains succinct and focused on personal development.
- Some of the targets for improvement were very wide ranging and need to be more specific and achievable. Also setting seven of these looked too many to reasonably achieve in the timescale suggested.
- The target dates need to be somewhat more specific since such phrases as 'already started' can be a little vague in terms of setting effective targets.

Cambridge International Examinations

Examiner Feedback on assignments for

Cambridge International Diploma for Teachers and Trainers

Centre Number:	I	N	6	5	0	Centre Name:	CFBT Education Services
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Batch date (mm/yy):	APRIL 2011
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The centre submitted 2 assignments representing Modules 1 and 4. Of the 2 assignments submitted candidates received 1 Pass grade and 1 Distinction.

Highlights:

The two assignments submitted contained some excellent work – particularly in Module 4. There was an excellent demonstration the candidate explored as many avenues of evaluation as could possibly be done. This was an exemplary piece of work.

Points for Development:

None – the work sent in by the Centre was highly competent in all areas.

<i>Cand. No.</i>	<i>Candidate Name</i>
0005	D. VASANTHA PRIYA
<p>The assignment is interesting in terms of the approaches and teaching techniques chosen in relation to the age of the students. The teacher has chosen activities that are practical and interesting especially in Unit 1. The teacher has also implemented the benefits of Constructive Feedback approach as demonstrated by the work done for Unit 2. The teacher gave close attention to Peer Comments to manage the class and get feedback from the students. In Unit 3, the 'Planning a Scheme of Assessment' proved to be a little difficult to use and implement. The participants' method of giving feedback was varied, thus clear opinions of the assessments carried out were expressed by the students. It is encouraging to see that all the peer suggestions for the improvement of the experience of teaching and evaluation is taken into consideration and very well handled. The assignment is worthy of a Distinction.</p>	
<i>Cand. No.</i>	<i>Candidate Name</i>
0006	LEELAVATI RAO
<p>The new approach used is very interesting and appealing to this assignment. Leelavati has clearly attempted to do something new in the classroom environment. In Unit 1, the choice of discussion/debate enabled the students to participate in group activity and thus, they were able to share the knowledge acquired. Formal learning is as effective as the informal learning that was taking place in the classroom. In Unit 2, identifying the shy students stepped up the choice of the use of charts and pictures. All students participated. The approach of discussion seemed to favour the shy students and get them out of their shell. The most valuable part of the approach is the demonstration of creative ways of getting shy students to respond. Unit 3 focuses on one particular student which sounds very interesting. Leelavati has worked hard with the class teacher and principle to carry out the study. It would have been more effective if more students were involved. Reliability of the study is very small and thus, the assessment is not as strong as it could have been. More feedback on the study could have been given and more evaluation could have been done by colleagues. Leelavati's assignment is a Pass.</p>	