

Benchmarks

Food and Health

March 2017

Education Scotland

Guidance on using Benchmarks for Assessment March 2017

Education Scotland's [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"> Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level. 	<ul style="list-style-type: none"> Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none"> Become familiar with other curriculum area Benchmarks over time. 	<ul style="list-style-type: none"> Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none"> Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning. 	<ul style="list-style-type: none"> There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none"> Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none"> Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none"> Do not tick off individual Benchmarks.

Early Level Food and Health

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	<p>Tasting, selecting and evaluating</p> <p>The social context</p> <p>Religious and cultural influences</p>	<p>I enjoy eating a diversity of foods in a range of social situations.</p> <p style="text-align: right;">HWB 0-29a</p>	<ul style="list-style-type: none"> • Eats socially with others. • Recognises that we eat different foods at different times of the day and on different occasions. • Prepares and tastes a range of familiar and unfamiliar foods. • Recognises and respects that others' food choices may be different from their own.
Developing Healthy Choices	<p>Linking food and health</p> <p>Decision making</p>	<p>Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.</p> <p style="text-align: right;">HWB 0-30a</p>	<ul style="list-style-type: none"> • Recognises that eating more of some types of foods and less of others is good for health. • Identifies, prepares and tastes a range of foods, for example, fruit, vegetables. • Identifies how much water should be consumed in a day.
Nutritional Needs	<p>Varied diet</p> <p>Individual needs</p> <p>Stages of life</p>	<p>I know that people need different kinds of food to keep them healthy.</p> <p style="text-align: right;">HWB 0-32a</p>	<ul style="list-style-type: none"> • Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.
Keeping Safe and Hygienic	<p>Principles of food safety and hygiene</p>	<p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</p> <p style="text-align: right;">HWB 0-33a</p>	<ul style="list-style-type: none"> • Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing. • Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron.

	<p>Minimising risk</p> <p>Preparing food safely and hygienically</p>		<ul style="list-style-type: none"> • Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge. • Works safely when using simple kitchen equipment.
<p>The Journey of Food</p>	<p>From farm to fork</p> <p>Sustainability</p> <p>Influences on consumer choices</p> <p>Preparing food appropriate to learning</p>	<p>I explore and discover where foods come from as I choose, prepare and taste different foods.</p> <p>HWB 0-35a</p>	<ul style="list-style-type: none"> • Describes which foods come from plants and which come from animals when working with and tasting foods.
<p>Food and Textile Technologies</p>	<p>Creativity</p> <p>Design</p> <p>Dexterity</p> <p>Problem solving</p> <p>Developing appropriate items</p>	<p>I enjoy exploring and working with foods in different contexts.</p> <p>TCH 0-04a</p> <p>I enjoy experimenting with a range of textiles.</p> <p>TCH 0-04b</p> <p>I can share my thoughts with others to help develop ideas and solve problems.</p> <p>TCH 0-04c</p>	<ul style="list-style-type: none"> • Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. • Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing. • Within a food/textile context; <ul style="list-style-type: none"> - Explores and identifies at least two ideas to solve a problem. - Selects an appropriate solution. • Uses given resources to solve the problem / reach the solution.

First Level Food and Health

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	Tasting, selecting and evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 1-29a	<ul style="list-style-type: none"> • Prepares, tastes and tries an increasing range of familiar and unfamiliar foods. • Explains likes and dislikes in relation to food. • Chooses appropriate foods to prepare for a given situation. • Describes appropriate table manners within different social situations.
	The social context Religious and cultural influences		
Developing Healthy Choices	Linking food and health	By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b	<ul style="list-style-type: none"> • Recognises and names the main food groups, for example, The Eatwell Guide. • Sorts a selection of foods into the food groups. • Chooses foods from different food groups to create a balanced meal. • Assists in preparing healthy dishes for a variety of occasions, for example, an intergenerational visit. • Identifies at least one reason as to why it is important to drink enough water.
	Decision making		
Nutritional Needs	Varied diet Individual needs Stages of life	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a	<ul style="list-style-type: none"> • Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.
Keeping Safe and Hygienic	Principles of food safety and hygiene	I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a	<ul style="list-style-type: none"> • Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness. • Works safely and hygienically before, during

	<p>Minimising risk</p> <p>Preparing food safely and hygienically</p>		<p>and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.</p> <ul style="list-style-type: none"> • Identifies where different types of food are stored. • Handles equipment safely, for example, when using hot or sharp kitchen tools.
<p>The Journey of Food</p>	<p>From farm to fork</p> <p>Sustainability</p> <p>Influences on consumer choices</p> <p>Preparing food appropriate to learning</p>	<p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.</p> <p style="text-align: right;">HWB 1-35a</p> <p>I am discovering the different ways that advertising and the media can affect my choices.</p> <p style="text-align: right;">HWB 1-37a</p>	<ul style="list-style-type: none"> • Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats. • Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack. • Identifies how to prevent food related waste, for example, composting peelings, reusing leftovers, reducing use of packaging. • Maps sources of food and drink in the local area. • Describes at least three ways that advertising and media can affect our food choices.
<p>Food and Textile Technologies</p>	<p>Creativity</p> <p>Design</p> <p>Dexterity</p>	<p>I can use a range of simple food preparation techniques when working with food.</p> <p style="text-align: right;">TCH 1-04a</p> <p>I can use a range of tools and equipment when working with textiles.</p> <p style="text-align: right;">TCH 1-04b</p> <p>I am developing and using problem-solving</p>	<ul style="list-style-type: none"> • Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold). • Uses a range of equipment when working with textiles, for example, scissors,

	<p>Problem solving</p> <p>Developing appropriate items</p>	<p>strategies to meet design challenges with a food or textile focus.</p> <p style="text-align: right;">TCH 1-04c</p> <p>I can adapt and improve my ideas and can express my thinking in different ways.</p> <p style="text-align: right;">TCH 1-04d</p>	<p>rulers/tape measures, bodkin and wool.</p> <p>Within a food / textile context:</p> <ul style="list-style-type: none"> • Investigates a simple problem / challenge. • Explores and identifies a range of ideas to solve the problem / challenge. • Selects and uses resources to reach the solution / solve the problem. • Assesses solution against given criteria.
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Second Level Food and Health

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	Tasting, selecting and evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a	<ul style="list-style-type: none"> • Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell. • Identifies, prepares and selects foods for a range of situations, for example, social, cultural, religious events. • Devises guidelines for good table manners.
	The social context Religious and cultural influences		
Developing Healthy Choices	Linking food and health	By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan. HWB 2-30a	<ul style="list-style-type: none"> • Explains the proportions each food group should contribute to a healthy eating plan. • Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry. • Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake. • Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet. • Identifies simple changes or improvements to own diet. • Explains the importance of keeping hydrated.
	Decision making		
Nutritional Needs	Varied diet	I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a	<ul style="list-style-type: none"> • Recognises that all food and drink provides different levels of nutrients. 'Lists the five nutrient groups. • Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy.
	Individual needs		

	Stages of life		<ul style="list-style-type: none"> • Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium. • Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.
Keeping Safe and Hygienic	Principles of food safety and hygiene Minimising risk Preparing food safely and hygienically	Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a	<ul style="list-style-type: none"> • Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling. • Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards. • Explains the difference between Use By and Best Before dates. • Creates a risk assessment for a practical food session.
The Journey of Food	From farm to fork Sustainability Influences on consumer choices Preparing food appropriate to learning	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a	<ul style="list-style-type: none"> • Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer. • Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients. • Explains the benefits of waste management, for example, the 3 'Rs' - reduce, reuse, recycle. • Compares the cost of identified ingredients to establish the most economical source. • Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors.

		<p>By investigating food labelling systems I can begin to understand how to use them to make healthy food choices.</p> <p style="text-align: right;">HWB 2-36a</p> <p>I can understand how advertising and the media are used to influence consumers.</p> <p style="text-align: right;">HWB 2-37a</p>	<ul style="list-style-type: none"> • Uses different food labelling systems to select foods for a specified dietary requirement, for example, low in fat. • Identifies three methods of persuasion used by media/advertisers to influence consumers, for example, logos.
<p>Food and Textile Technologies</p>	<p>Creativity</p> <p>Design</p> <p>Dexterity</p> <p>Problem solving</p> <p>Developing appropriate items</p>	<p>I am developing dexterity, creativity and confidence when preparing and cooking food.</p> <p style="text-align: right;">TCH 2-04a</p> <p>I am developing dexterity, creativity and confidence when working with textiles.</p> <p style="text-align: right;">TCH 2-04b</p> <p>I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus.</p> <p style="text-align: right;">TCH 2-04c</p> <p>I can discuss, debate and improve my ideas with increasing confidence and clear explanations.</p> <p style="text-align: right;">TCH 2-04d</p>	<ul style="list-style-type: none"> • Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling. • Demonstrates manual dexterity, for example, using a needle and thread, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, attaching designs onto fabric. • Within a food / textile context; • Investigates a challenge / problem. • Identifies and demonstrates ways to solve the challenge / problem. • Plans and reaches the solution. • Assesses solution against own criteria. • Identifies at least one possible improvement.

Third Level Food and Health

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
The Food Experience	Tasting, selecting and evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 3-29a	<ul style="list-style-type: none"> Evaluates the different sensory qualities of a range of food and drinks. Evaluates the role of food within social and cultural contexts, for example, using staple foods in different countries, food in the religious context. Applies appropriate eating and drinking behaviours in different settings.
	The social context Religious and cultural influences		
Developing Healthy Choices	Linking food and health Decision making	By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. HWB 3-30a	<ul style="list-style-type: none"> Demonstrates an understanding of current dietary advice through preparing foods to meet specific health needs, for example, obesity, high blood pressure.
Nutritional Needs	Varied diet	Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health. HWB 3-31a	<ul style="list-style-type: none"> Identifies nutrient sources and their functions, including, fat, carbohydrate, vitamins, calcium, iron, dietary fibre. Prepares dishes and identifies the main nutrients they contain. Identifies the factors which may contribute to an energy imbalance, for example, portion sizes, sedentary lifestyles and the resultant consequences. Identifies the nutritional requirements of specified individuals/groups, for example, pregnant women, diabetics.
	Individual needs Stages of life	I am developing my understanding of the nutritional needs of people who have different conditions and requirements. HWB 3-32a	
Keeping Safe and Hygienic	Principles of food safety and hygiene	I can apply food safety principles when buying, storing, preparing, cooking and consuming food. HWB 3-33a	<ul style="list-style-type: none"> Applies food safety principles from purchase to consumption and when preparing or cooking food. Lists the conditions for bacterial growth. Explains the correct storage of food items, for example, raw meat, dry goods.
	Minimising risk		

	Preparing food safely and hygienically		<ul style="list-style-type: none"> Evaluates the information on food labels and its role in preventing food poisoning.
The Journey of Food	From farm to fork Sustainability	<p>Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health.</p> <p style="text-align: right;">HWB 3-34a</p>	<ul style="list-style-type: none"> Explains factors that could influence choice of food, for example, media, poverty, peer pressure, seasonality, sustainability, environmental / ethical issues and potential impact on health. Evaluates information on food packaging and uses it to make informed choices when selecting food for given situations.
	Influences on consumer choices	<p>Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes.</p> <p style="text-align: right;">HWB 3-36a</p>	
Food and Textile Technologies	Preparing food appropriate to learning		
	Creativity	<p>I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food.</p> <p style="text-align: right;">TCH 3-04a</p>	<ul style="list-style-type: none"> Selects from and uses a wider range of ingredients and a more complex range of skills and equipment, for example, rubbing-in, shaping, simmering, creaming, decorating, garnishing. Demonstrates competence when pinning, tacking and using a sewing machine, for example, can measure accurately, place pins at correct measurement, tack neatly and sew a straight line and curve on a sewing machine, following marked lines. Uses a variety of textile skills to create a personalised item. Within a food / textile context: Uses a range of creative and innovative strategies to investigate a design brief. Identifies and demonstrates creative and innovative ways to solve the design brief.
	Design	<p>I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work.</p> <p style="text-align: right;">TCH 3-04b</p>	
Dexterity			
	Problem solving	<p>By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work.</p> <p style="text-align: right;">TCH 3-04c</p>	
	Developing appropriate items		

			<ul style="list-style-type: none">• Researches materials and resources available.• Designs and makes a new product.• Evaluates the product against own specifications and identifies how it could be improved.
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Fourth Level Food and Health

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement	
The Food Experience	Tasting, selecting and evaluating	I enjoy eating a diversity of foods in a range of social situations. HWB 4-29a	<ul style="list-style-type: none"> Explains how sensory perception impacts on food choice. Evaluates the diversity of foods available and the impact this has on health. 	
	The social context			
	Religious and cultural influences			
Developing Healthy Choices	Linking food and health Decision making	Having researched food and health policy and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. HWB 4-30a	<ul style="list-style-type: none"> Identifies the main features of current food and health policy and legislation and their impact on individuals, the community and the world of work. 	
Nutritional Needs	Varied diet	I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. HWB 4-31a	<ul style="list-style-type: none"> Applies knowledge of nutrition/healthy eating to plan, make and evaluate dishes to meet the nutritional/health requirements of different groups in the community. Adapts and cooks dishes for specific diet related conditions, for example, anaemia, food allergies. Explains how nutritional needs change throughout life, for example, babies, children, teenagers, adults, the elderly, woman during pregnancy and lactation. 	
	Individual needs			Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs. HWB 4-32a
	Stages of life			Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met. HWB 4-32b
Keeping Safe and Hygienic	Principles of food safety and hygiene	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. HWB 4-33a	<ul style="list-style-type: none"> Applies knowledge to minimise bacterial growth when preparing food items. 	

Dexterity Problem solving Developing appropriate items	<p>I confidently apply preparation techniques and processes to make food and textile items using specialist skills, materials, equipment in their place of learning, at home or in the world of work.</p> <p style="text-align: right;">TCH4-04b</p>	<ul style="list-style-type: none"> • Independently carries out a range of techniques and processes to make food and textile items, for example, Food: whisking, folding, sauce making, testing for readiness, blending. Textiles: seam finishes – pinking, zig zag, hems, casing, simple applique, simple pocket, fastenings. • Within a food/textile context; • Uses a range of strategies to provide a detailed investigation of a more complex design brief. • Creates a detailed specification to meet the design brief. • Identifies and justifies potential solutions for the brief. • Researches and selects appropriate materials and resources. • Designs and makes item to meet the needs of the brief. • Evaluates the effectiveness of the item in relation to the specification. • Justifies improvements to own and others' products.
	<p>Showing creativity and innovation, I can solve increasingly complex design briefs which satisfy the needs of the user, at home or in the world of work.</p> <p style="text-align: right;">TCH4-04c</p>	
	<p>I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products.</p> <p style="text-align: right;">TCH4-04d</p>	