



Home Economics Standard Grade

The Candidate

The candidate has Dyspraxia , in this case the candidate has difficulty combining movements into a controlled sequence, difficulty remembering the next movement in a sequence, problems with spatial awareness and problems picking up and holding onto simple objects due to poor muscle tone.

The Course

The course requires the candidate to acquire practical skills and carry out practical exercises; the course assessment is a practical assignment. Practical skills involve manual dexterity, coordination and judgement e.g. chopping, lining a flan tin, stirring and whisking. The assessment of practical skills should be carried out in the context of a practical exercise, which should be suitably demanding and give scope for the candidate to demonstrate acquisition of skills to their individual level of competence.

The Issue

The candidate has excellent knowledge and understanding but has difficulty with handwriting; the use of a scribe meets his needs in the written part of the course. The use of kitchen equipment and the use of a practical helper allows the candidate to access the course. The centre asks SQA for further guidance on what support the helper could provide in the context of the practical assignment

The Solution

The Principal Assessor (PA) devises a chart that lists the areas of difficulty and/ or potential hazards which have been identified throughout the course and lists possible solutions. These solutions allow the candidate to be as independent as possible. The PA recommends that the chart is used in conjunction with the Standard Grade recipe book. It allows both teacher and candidate to plan ahead: looking up the recipe in advance, checking what skills will be needed and then planning how to deal with each of the skills.

AREA OF DIFFICULTY/ POTENTIAL HAZARD	WHY IS IT AN AREA OF DIFFICULTY/ POTENTIAL HAZARD?	SUGGESTED SOLUTION TO CONTROL EACH HAZARD/ REMOVE DIFFICULTY
Rubbing in margarine to flour	Requires manual dexterity to rub in margarine with fingertips	Use a food processor for this task.
Cracking egg	Requires manual dexterity to pull the egg apart	Teacher [†] / practical helper [‡] could do this under instruction.
Chopping vegetables/fruit/meat	Manual dexterity is required to hold the food and to chop carefully with a sharp knife.	<ol style="list-style-type: none"> 1. Food can be chopped in a food processor. 2. Food could be attached to the spikes of a chopping board and then carefully cut.
Slicing vegetables/fruit/meat	Manual dexterity required to hold the food and to slice carefully with a sharp knife.	<ol style="list-style-type: none"> 1. Food can be chopped in a food processor. 2. Food could be attached to the spikes of a chopping board and then carefully sliced.
Grating cheese	Manual dexterity required to hold the grater, and grip the cheese.	Use a food processor with a grater attachment for this task.
Draining pasta or rice	Manual dexterity required to hold the sieve and pot of hot water and food steady to avoid scalds.	Use a cooking basket for rice/pasta which means that this can be done more easily.
Pouring hot liquids e.g. soup	Hot pots can be heavy; therefore risk of scalding as manual dexterity is needed to pour hot liquids into containers safely.	Teacher/ practical helper/ partner could do this under instruction.

[†] Although we use the word 'teacher' a classroom assistant or other support worker can also carry out this role

[‡] A Practical Helper is allowed in cases of limited mobility, but they cannot act independently, they **must** act under explicit instruction from the candidate

Using grill	Grill requires manual dexterity for its' safe removal, and to allow foods to be turned during cooking process.	Teacher/ practical helper could assist or if working in pairs, one pupil could remove the grill; the other could turn the food.
Removing hot food from oven	Removing food from a hot oven requires manual dexterity to avoid burns and dropping hot food.	Teacher/ practical helper could assist or if working in pairs one pupil could hold the oven door open and the other remove the hot food to pot stands.
Creaming margarine and sugar together	Bowl must be held steady whilst creaming with an electric whisk.	<ol style="list-style-type: none"> 1. Some recipes could be made as "all in one" 2. Use a mixer attached to a stand, allowing this process to be done by the pupil independently and safely.
Folding flour into mixtures	The mixing bowl must be held steady while gently folding flour into mixture.	Using a mixer attached to a stand, pupil could fold in the flour independently as the bowl is secured to the base.
Whisking e.g. eggs	Electric whisks are very powerful and would require manual dexterity to hold the bowl steady at the one time.	Use a mixer with whisks attached to the base.
Piping cream	<p>Filling the piping bag requires manual dexterity.</p> <p>Piping process should be done with one hand only; though pushing the cream into the end of the piping bag would require good motor skills for the twisting movement.</p>	<p>Teacher/ practical helper can assist.</p> <p>Teacher can assist in twisting the piping bag to be ready for piping.</p>
Fine chopping of fruit for decoration	Fruit must be cut into delicate slices for the decoration of sponges/Swiss rolls. This could be difficult to achieve with certain fruits.	Choose fruits that can be cut easily, such as pineapple/apricots that could be attached to chopping board and cut into appropriate size for decoration.
Fine chopping of parsley for garnishing	Manual dexterity needed for the correct and safe chopping action for parsley.	Use a mini chopper to achieve correct level of fine chopping.

Removing hot food/sponges from hot baking trays/tins	Manual dexterity required to gently remove hot food from the tins using oven gloves. There is a risk of burns from the tins, and scalds from hot steam.	Teacher/ practical helper could remove food from oven if necessary, and hold trays to allow the pupil to remove the food.
Rolling Out e.g. pastry and scone dough	Complex skill requiring pastry to be kneaded, and use of rolling pin.	<ol style="list-style-type: none"> 1. Commercially produced, rolled pastry could be substituted in some recipes. 2. Teacher/ Practical helper could roll out pastry for pupil. 3. Scone dough can be patted out using the palm of hand.
Shaping dough	Can be a difficult skill to develop for all pupils. Dough is kneaded with both hands.	Dough can be kneaded in a bowl.
Stirring hot pans on hob	Pupil must have a steady grip on the pot handle as food is stirred using a wooden spoon to avoid spills which could result in severe scalding or burns.	A hob guard could be used