

Learning Outcome 2

Demonstrate the diversity of co-operative enterprise in developed countries other than Britain.

Performance Criteria Checklist

Evidence may be presented for individual Performance Criteria or gathered as a whole by combining assessment holistically in one single activity. Learners may work individually, in groups or in pairs, depending on the centre. Learners may demonstrate their knowledge by way of a written or oral response. Oral responses may be given by way of a formal presentation or as part of a group discussion. Oral responses may also be videoed. Use of ICT is encouraged. Learners may be assessed by the teacher or by teacher and peer assessment.

There are many different ways of assessing the Performance Criteria in this Unit and centres should structure their assessments in a manner appropriate to their individual needs, therefore allowing access for all.

In order to achieve a Level 4 pass, learners must satisfy *all* performance criteria.

Performance criteria 2.1

The learner has identified:

Three broad economic sectors in which co-operatives are particularly strong ☐

For each sector, the learner has identified:

Two countries, excluding Britain, where there are a large number of co-operatives ☐

Learning Outcome 2.2

The learner has indentified:

A further three economic sectors which have a large number of co-operatives ☐

For each sector, the learner has indentified:

A country for each sector where co-operatives exist ☐

In the course of this assessment, learners will also develop broad generic skills for life, learning and work. These skills include evaluating a range of sources of information, skills in the use of statistics and research.

Performance Criteria 2.1-2.2 lend themselves to the development of literacy skills particularly reading a range of texts. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

ICT skills will also be developed through the use of Power-Point and as a research tool.

Citizenship and sustainability will also be an important aspect of this Unit as a whole.

There may also be opportunities for other additional skills for learning, skills for life and skills for work to be developed in the Unit. However, this could vary across centres depending on approaches being used to deliver the Unit in a centre and this should be for individual teachers and lecturers to decide.

Learning Outcome 2

Demonstrate the diversity of co-operative enterprise in developed countries other than Britain.

Instrument of Assessment

In order to assess your learning and attain a pass in Performance Criteria 2.1-2.2, you will be required to demonstrate Knowledge and Understanding of the diversity of co-operative enterprise in developed countries other than Britain. This assessment will take the form of a Power-Point Presentation.

Carefully follow the instructions below to structure your presentation.

INTRODUCTION

Briefly introduce the purpose of your Presentation.

SLIDE ONE

Describe a broad economic sector in which co-operatives are particularly strong, naming two countries, excluding Britain, where there are a large number of co-operatives in that sector.

SLIDE TWO

Describe another broad economic sector in which co-operatives are particularly strong, naming another two countries, excluding Britain, where there are a large number of co-operatives in that sector.

SLIDE THREE

Describe a final broad economic sector in which co-operatives are particularly strong, naming two more countries, excluding Britain, where there are a large number of co-operatives in that sector.

SLIDE FOUR

Describe an economic sector which has a **large number** of co-operatives, naming a country where co-operatives exist in this sector.

SLIDE FIVE

Describe another economic sector which has a **large number** of co-operatives, naming a country where co-operatives exist in this sector.

SLIDE SIX

Describe a final economic sector which has a **large number** of co-operatives, naming a country where co-operatives exist in this sector.

In order to achieve a Level 4 pass in Performance Criteria 2.1-2.2, you must make sure you have fully explained each point and used named examples where instructed to do so.

Good luck!