

### Learning Outcome 3

*Explain some of the ways in which the global co-operative movement is helping to change the world.*

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### Performance Criteria Checklist

Evidence may be presented for individual Performance Criteria or gathered as a whole by combining assessments 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 3.2

*The learner has demonstrated a:*

Basic understanding of what 'Millennium Development Goal 1' is trying to achieve.

*By clearly explaining its aims in the following three areas:*

- |            |                          |
|------------|--------------------------|
| Poverty    | <input type="checkbox"/> |
| Hunger     | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> |

### Learning Outcome 3.3

*The learner has given an:*

Example of a credit union which exists in a **developing** country.

☐

*The learner has:*

Briefly described the ways in which a particular credit union is helping to achieve the objectives of 'Millennium Development Goal 1' in a **developing** country by helping people out of poverty

☐

### Learning Outcome 3.4

*The learner has given an:*

Example of an agricultural co-operative which exists in a **developing** country.

☐

*The learner has:*

Described the benefits for members, of an agricultural co-operative which exists in a **developing** country

*By clearly explaining its benefits to members in terms of:*

Poverty

☐

Hunger

☐

Employment

☐

### Performance Criteria 3.5

*The learner has:*

Described briefly how a co-operative in a **developing** country is contributing to the achievement of Millennium Development Goal 6.

*By clearly explaining:*

The aims of Millennium Development Goal 6

☐

*By naming:*

A health co-operative in a **developing** country

☐

*By clearly describing:*

The work of a co-operative in a **developing** country

☐

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 3.2-3.5 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.

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 3

*Explain some of the ways in which the global co-operative movement is helping to change the world.*

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### Instrument of Assessment

In order to assess your learning and attain a pass in performance Criteria 3.2-3.5, you will be required to demonstrate Knowledge and Understanding of the ways in which the global co-operative movement is helping to change the world. This assessment will take the form of a Written Short Response Assessment.

Carefully read each question below and answer each question in turn, as fully as you can.

#### Question 1

Describe what 'Millennium Development Goal 1' is trying to achieve:

(6 Marks)

#### Question 2

Give an example of a credit union which exists in a **developing** country.

(2 Marks)

### Question 3

Describe the ways in which a particular credit union is helping to achieve the objectives of 'Millenium Development Goal 1' in a **developing** country.

(4 Marks)

### Question 4

Give an example of an agricultural co-operative which exists in a **developing** country.

(2 Marks)

### Question 5

Describe the ways in which a particular agricultural co-operative is helping to achieve the objectives of 'Millennium Development Goal 1' in a **developing** country.

(4 Marks)

### Question 6

Describe the benefits for members, of an agricultural co-operative which exists in a **developing** country in terms of:

- Poverty
- Hunger
- Employment

(6 Marks)

**Question 7**

Describe the main aims of Millennium Development Goal 6.

(2 Marks)

**Question 7**

Name a health co-operative in a **developing** country.

(2 Marks)

**Question 8**

Describe the ways in which a health co-operative in a **developing** country is contributing to the achievement of Millennium Development Goal 6, by clearly describing its work.

(4 Marks)

**TOTAL MARKS 30**

In order to achieve a Level 4 pass in Performance Criteria 3.2-3.5, you must achieve a minimum of:

- 3/6 marks in Question 1
- 3/6 marks in Questions 2 and 3
- 3/6 marks in Questions 4 and 5
- 7/14 marks in Questions 6, 7 and 8

Good luck!