

Learning Outcome 3

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

Performance Criteria Checklist

Evidence may be presented for individual Outcomes 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 Outcomes 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 3.7

The learner has:

Described an example of 'Co-operation amongst Co-operatives,' where a co-operative in a **developed** country has helped co-operatives in a **developing** country to evolve.

By:

- | | |
|---|--------------------------|
| Giving the name of the co-operative in the developed country | <input type="checkbox"/> |
| Describing the nature of its business | <input type="checkbox"/> |
| Giving the name of the developing country | <input type="checkbox"/> |
| Describing what has been done in the developing country | <input type="checkbox"/> |
| Describing the effect of the support. | <input type="checkbox"/> |

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.

Outcome 3.7 lends itself 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 may 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.

Final

Learning Outcome 3

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

Instrument of Assessment

In order to assess your learning and attain a pass in Performance Criteria 3.7, you will be required to demonstrate Knowledge and Understanding of how a co-operative in a **developed** country has helped co-operatives in a **developing** country to evolve.

This assessment will take the form of Presentation. Your presentation may take the form of a Talk, a Power-Point Presentation, a Written Report or any other form as agreed with your teacher/lecturer.

Whichever response you choose, make sure you carefully follow the instructions below.

INTRODUCTION

Briefly introduce the purpose of your Presentation.

SECTION ONE

You must name a relevant co-operative in a **developed** country of your choice.

SECTION TWO

You must describe the nature of its business.

SECTION THREE

You must describe what has been done in the **developing** country.

SECTION FOUR

You must describe the effect which the support of the co-operative in the **developed** country has had on the co-operative in the **developing** country.

In order to achieve a Level 4 pass in Outcome 3.7 you must make sure you have fully explained each point and used statistical facts where appropriate.

Good luck!

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Finalised Marking Instructions

It is **strongly** emphasised that the references in the marking instructions indicating expected responses are for guidance only and **MUST NOT BE VIEWED AS PRESCRIPTIVE**.

The performance of candidates is measured against the **Performance Criteria Checklist** and it is against these, rather than a checklist of responses, that they should be assessed.

Candidates must satisfy **ALL** Performance Criteria to achieve a pass in Learning Outcome 3.

Performance Criteria 3.7

Award a tick for each point, depending on the quality of the description, relevance and accuracy.

*Candidates are required to name a relevant co-operative in a **developed** country of their choice.*

Answers may include:

The National Rural Electric Co-operative Association, United States.

Candidates are required to describe the nature of their chosen co-operative's business.

Answers may include:

NRECA is the national service organization for more than 900 not-for-profit rural electric cooperatives and public power districts providing retail electric service to more than 42 million consumers in 47 states and whose retail sales account for approximately 12 percent of total electricity sales in the United States.

NRECA's members include consumer-owned local distribution systems - the vast majority - and 66 generation and transmission ("G&T") cooperatives that supply wholesale power to their distribution cooperative owner-members. Distribution and G&T cooperatives share an obligation to serve their members by providing safe, reliable and affordable electric service.

NRECA membership includes other organizations formed by these local utilities:

- Generation and transmission cooperatives for power supply
- Statewide and regional trade and service associations

- Supply and manufacturing cooperatives
- Data processing cooperatives
- Employee credit unions

*Candidates are required to name the country where the **Developed** country's co-operative is helping a **Developing** country's co-operative.*

Answers may include:

Bangladesh

*Candidates are required to describe the nature of the support which the co-operative in the **developed** country gave to the co-operative in the **developing** country.*

Answers may include:

The National Rural Electric Co-operative Association in the United States has been supporting the development of Palli Bidyut Samities PSBs (local rural electricity co-operatives) in Bangladesh for over 30 years. 67 PSBs now serve approximately 38,000 villages, bringing electricity to over 20 million people in the rural parts of Bangladesh, with connections proceeding at a rate of over 390,000 new connections a year. In 2005, the UK Department for International Development announced an award of over £50 million to support the development of electricity co-operatives in Bangladesh.

They are now in discussions with the Indian Government and hope to start to develop rural electricity co-operation in West Bengal shortly.

*Candidates are required to describe the effect which the support of the co-operative in the **developed** country has had on the co-operative in the **developing** country.*

Answers may include:

Studies have shown that one of the critical elements for development is access to reliable energy including electricity. For Bangladesh, significant progress has been made through the ongoing development of the Rural Electrification (RE) Program that now brings electric service to more than 7.3 million connections and benefits more than 44 million rural people. This is considered by many to be one of the most successful infrastructure development programs in the developing world. While this indicates significant progress, only an estimated 35% of the rural households have access to electricity. Studies have shown significant socio-economic benefits to households having access to electricity.

[END OF MARKING INSTRUCTIONS]