

## Learning Outcome 2

***Demonstrate knowledge and understanding of the diversity of co-operative enterprise in developed countries other than Britain.***

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### 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 5 pass, learners must satisfy *all* performance criteria.

#### Learning Outcome 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 in these sectors. ☐

## Learning Outcome 2.2

For an existing co-operative in one of the sectors and countries in 2.1

*The learner has:*

- |  |                          |
|--|--------------------------|
| Named a relevant co-operative  | <input type="checkbox"/> |
| Named the sector the business operates in  | <input type="checkbox"/> |
| Described the location of the business   | <input type="checkbox"/> |
| Described the nature of the business   | <input type="checkbox"/> |
| Described its history  | <input type="checkbox"/> |
| Described its purpose  | <input type="checkbox"/> |
| Described how the business operates  | <input type="checkbox"/> |
| Described the benefits it offers to members  | <input type="checkbox"/> |
| Given a clear description of the size of its membership and the scale of its operation, using at least three statistical facts | <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 and 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 and drawing conclusions from chosen sources. 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.

Final

## Learning Outcome 2

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

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### 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 three economic sectors in which co-operatives are **particularly strong** in developed countries other than Britain. This assessment may take the form of a Power-Point Presentation, or any other method of presentation as approved by your teacher.

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 this 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.

### **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 this sector.

### **SECTION FOUR**

You must choose a co-operative in one of the sectors in one of the countries you have named.

### **SECTION FIVE**

You must describe the location of the business

### **SECTION SIX**

You must describe the nature of the business.

### **SECTION SEVEN**

You must describe its history

### **SECTION EIGHT**

You must describe its purpose

## **SECTION NINE**

You must describe how it operates

## **SECTION TEN**

You must describe the benefits the co-operative offers to members

## **SECTION ELEVEN**

You must describe the membership, using at least three statistical facts, indicating the size of its membership and the scale of its operation.

## **CONCLUSION**

Briefly summarise your Presentation.

In order to achieve a Level 5 pass in performance criteria 2.1-2.2 you must make sure you have fully explained each point and used statistical facts where instructed to do so.

Good luck!

## Learning Outcome 2

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

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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 Outcomes 2.

## Performance Criteria 2.1

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

*Learners are required to indentify three broad economic sectors in which co-operatives are **particularly strong**.*

**Answers may include:**

Agriculture

Financial Services

Consumer/Retail

*Learners are required to identify, for each sector, two countries, excluding Britain, where there are a large number of co-operatives.*

**Answers may include:**

Agriculture

**France:** 75% of all agricultural producers are members of at least one co-operative.

**USA:** Over 50% of all agricultural co-operatives are in the USA.

**Germany:** Almost all German farmers, gardeners and winegrowers are members of a co-operative.



### Financial Services

**Cyprus:** the co-operative movement holds 30% of the market in banking services.

**France:** 1 in every 3 persons is a member of a co-operative bank.

**USA:** Credit Unions have 89 million members as of 2008, comprising 43.7% of the economically active population.

### Consumer/Retail

**Germany:** 75% of all retailers in Germany are co-operatives.

**France:** 25% of all retailers in France are co-operatives.

**Italy:** The Coop Italia chain, formed by many sub co-operatives, controlled 17.7% of the grocery market in 2005.

**Moldova:** The Central Union of consumer co-operatives is responsible for 6.8% of the consumer market.

**USA:** Grocery co-operatives account for 2,124 million of revenue each year.

## Performance Criteria 2.2

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

*For an existing co-operative in one of the sectors and countries in PC2.1*

*The learner has named a relevant co-operative.*

Answers may include:

<b>SECTOR</b>	Consumer/Retail
<b>CO-OPERATIVE</b>	ReWe Group

*The learner has named the sector the business operates in.*

Answers may include:

<b>SECTOR</b>	Consumer/Retail
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*The learner has described the location of the business.*

**Answers may include:**

<b>SECTOR</b>	Consumer/Retail
<b>LOCATION</b>	Cologne, USA

*The learner has briefly described the nature of the business*

**Answers may include:**

The ReWe Group is a German trading company with headquarters in Cologne . The account name is an acronym and stands for 'Re vision of the We-stkaufsverband co-operatives'. It is a company with a focus on the food trade and the tourism sector. The major companies under the umbrella of the ReWe Group are the REWE Central AG and REWE Zentralfinanz eG , Cologne. The basis of the co-operative trade group consists of independent retailers .

*The learner has briefly described its history.*

**Answers may include:**

The company was founded on 1 January 1927 as a co-operative in Cologne .

During the Second World War , the group was unable to act for a short time, as important parts of the administration were destroyed by bombs.

On 23 January 2006, it renamed itself as the 'REWE Group'. The new umbrella brand of the group is to unite tradition with a future. The new logo symbolizes the core business of the account, red stands for the food trade and yellow for the tourism industry.

*The learner has briefly described its purpose.*

**Answers may include:**

Since its foundation in 1927, the ReWe Co-operative Group has developed on the basis of sustainable and long-term growth.

One of the corner stones of REWE Group's success is that it has initiated a process of fundamental change. The challenges posed by the market have changed over the course of the last few years. Internationalisation of the food trading sector has increased even further, with consumer trends developing at an ever-increasing rate. Sustainability and responsibility have become an integral part of business operations - both concerning food trading and travel and tourism sectors.

In order to remain well positioned within a difficult market environment in 2007, the REWE Group developed a business strategy for the entire group covering five action plans:

- Strong organic growth in Germany
- Acquisitions and takeovers where commercially viable
- Further internationalization of the business
- Clear adherence to the principle and sustainability of the Company's societal and ecological responsibility
- Structural Modernisation of the REWE Group's organization

*The learner has briefly described how it operates.*

**Answers may include:**

The Group offers security and support to its members.

*The learner has briefly described the benefits it offers to members.*

**Answers may include:**

Based on its co-operative tradition, the REWE Group recognizes its commitment to society. It places importance on the well-being of the community.

In all business segments, the REWE Group takes the social dimension of its activities into consideration. In the process, the company mainly supports projects and initiatives that are related to its core business areas. In food trading, the focus lies on nutrition and exercise. In consideration of the global increase in obesity, as well as alcohol abuse, particularly among children and teenagers, the REWE Group recognizes a substantial need for action. The company is getting actively involved in initiatives that motivate consumers to improve their nutritional habits and lifestyle.

In the second business segment, Travel and Tourism, the REWE Group is involved in holiday destinations in order to improve social living conditions. The World Tourism Organization's call for fighting poverty through tourism also plays an important role in REWE's commitment to sustainable development. Furthermore, the travel and tourism division of the REWE Group is actively involved in fighting child prostitution.

Employees are the most valuable asset of the REWE Group. Through their initiative they contribute to the economic success of the company. Involvement of around 310,000

employees, both nationally and internationally, is for the ReWe Group not only a social responsibility but also an investment in the future.

The goal is to cultivate the satisfaction, involvement and productivity of all employees. The requirements for this are good working conditions and dealing with one another in the spirit of trust, as well as important corner stones of the corporate strategy such as systematic human resources development and comprehensive health management.

The multitude of human resources development opportunities gives employees from different hierarchical levels and areas the opportunity to continually develop. Employees and managers from the company receive further qualifications on well over 100, 000 training days on topics such as mind mapping, project management or controlling. In consideration of the demographic shift, the REWE Group is already laying the foundation today to be able to cover its demand for expert and managing employees in the future and to keep employees in the company as long as possible.

*The learner has used at least three statistical facts to demonstrate an understanding of the size of its membership and the scale of its operation.*

**Answers may include:**

With a turnover of more than 53 billion Euros (2010) and currently more than 310,000 employees, REWE Group is one of the leading trading and travel and tourism companies in Germany and Europe.

**Number of employees**            335, 992

**Thousand square meters retail space**    13, 792

**Total external sales EUR billion**   53.04