

Learning Outcome 3

Review and evaluate 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 Performance Criteria **3.2 - 3.5** 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 5 pass, learners must satisfy *all* performance criteria.

Performance Criteria 3.2

The learner has identified three Millennium Development goals whose objectives the co-operative movement is trying to achieve and has shown a:

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

By clearly explaining in terms of the following:

Poverty ☐

Hunger ☐

Employment ☐

The learner has identified three Millennium Development goals whose objectives the co-operative movement is trying to achieve and has shown a:

Clear understanding of what 'Millennium Development Goal 6' is trying to achieve.

By clearly explaining in terms of the following:

HIV ☐

Malaria ☐

The learner has identified three Millennium Development goals whose objectives the co-operative movement is trying to achieve and has shown a:

Clear understanding of what 'Millennium Development Goal 7' is trying to achieve.

By clearly explaining in terms of the following:

Sustainable Development ☐

Environmental Sustainability ☐

Safe Drinking Water/Basic Sanitation ☐

Slum Improvement ☐

Performance Criteria 3.3

The learner has identified:

Two different examples of co-operative enterprises which are helping to achieve Millennium Development Goal 1 in a developing country. ☐

Performance Criteria 3.4

The learner has given an:

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

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

Performance Criteria 3.5

The learner has:

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

By clearly explaining its benefits to members in terms of:

Poverty ☐

Hunger ☐

Employment ☐

The learner has:

Described the benefits of a credit union which exists in a **developing** country.

By clearly explaining its benefits to members in terms of:

Helping people out of Poverty ☐

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 and drawing conclusions from written sources. 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.

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Review and evaluate 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 3.2-3.5, you will be required to demonstrate Knowledge and Understanding of the ways in which the global co-operative movement is helping to achieve the Millennium Development Goals. This assessment will take the form of a Written or Oral Short Response Assessment.

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

Question 1

Identify three 'Millennium Development Goals' whose objectives the co-operative movement is helping to achieve.

(3 marks)

Question 2

Describe what objectives each of these 'Millennium Development Goals' are trying to achieve.

(16 Marks)

Question 3

Give two different types of co-operative enterprise which are helping to achieve 'Millennium Development Goal 1' in a developing country.

(2 Marks)

Question 4

Give an example of each of the above two types of co-operative which exists in a developing country.

(4 Marks)

Question 5

For **each** of your previous examples:

Describe the ways in which the co-operative is helping to achieve the objectives of 'Millennium Development Goal 1' in a **developing** country by explaining its benefits to members.

(10 Marks)

TOTAL MARKS 35

In order to achieve a Level 5 pass in performance Criteria 3.2-3.5, you must achieve a minimum of

10/19 marks in Questions 1 and 2

1/2 marks in Question 3

7/14 marks in Questions 4 and 5

Good luck!

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

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 3.2

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

In order to achieve a Level 5 pass in Performance Criteria 3.2-3.5, learners must achieve a minimum of

10/19 marks in Questions 1 and 2

1/2 marks in Question 3

7/14 marks in Questions 4 and 5

Question 1

Candidates are required to identify three 'Millennium Development Goals' whose objectives the co-operative movement is helping to achieve.

Goal 1: Eradicate extreme poverty and hunger.

Goal 6: Combat HIV/Aids, Malaria and other diseases.

Goal 7: Ensure environmental sustainability.

Question 2

Candidates are required to demonstrate an understanding of what 'Millennium Development Goal1' is trying to achieve by clearly explaining its aims in the following three areas:

Two marks are allocated for each area, giving 6 marks overall.

Eradicate Extreme Poverty and Hunger

Poverty

Answers should include:

Reduce by half the proportion of people living on less than a dollar a day

Improve the 'Poverty gap ratio' [incidence x depth of poverty]

Focus on the share of the poorest quintile in national consumption

(2 Marks)

Hunger

Answers should include:

Reduce by half the proportion of people who suffer from hunger

Reduce the prevalence of underweight children less than five years of age

Reduce the proportion of the population below the minimum level of dietary energy consumption

(2 Marks)

Employment

Answers should include:

Achieve full and productive employment and decent work for all, including women and young people.

Focus on GDP Growth per Employed Person

Improve the Employment Rate

Reduce the proportion of the employed population below \$1 per day (PPP values)

Reduce the proportion of family-based workers in the employed population

(2 Marks)

(6 Marks Overall)

Candidates are required to demonstrate an understanding of what 'Millennium Development Goal 6' is trying to achieve by clearly explaining its aims in the following two areas:

Two marks are allocated for each area, giving 4 marks overall.

Combat HIV/AIDS, malaria, and other diseases

HIV

Answers should include:

Have halted and begun to reverse the spread of HIV/AIDS by 2015

Reduce HIV prevalence among the population aged 15-24 years

Promote condom use

Increase the proportion of the population aged 15-24 years with comprehensive, correct knowledge of HIV/AIDS

Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

Increase access to antiretroviral drugs for the population with advanced HIV infection

(2 Marks)

Malaria

Answers should include:

Have halted and begun to reverse the incidence of malaria and other major diseases by 2015

Reduce prevalence and death rates associated with malaria

Increase the proportion of children under 5 sleeping under insecticide-treated bed-nets

Increase the proportion of children under 5 with fever, who are treated with appropriate anti-malarial drugs

Reduce prevalence and death rates associated with tuberculosis

Increase the proportion of tuberculosis cases detected and cured under DOTS (Directly Observed Treatment Short Course)

(2 Marks)

(4 Marks Overall)

Candidates are required to demonstrate an understanding of what 'Millennium Development Goal 7' is trying to achieve by clearly explaining its aims in the following three areas:

Two marks are allocated from each area, giving 6 overall.

Goal 7: Ensure environmental sustainability

Sustainable Development/Environmental Sustainability

Answers should include:

Integrate the principles of sustainable development into country policies and programs;
reverse the loss of environmental resources

Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

Increase the proportion of land area covered by forest

Reduce CO₂ emissions, total, per capita and per \$1 GDP (PPP)

Reduce the consumption of ozone-depleting substances

Keep the proportion of fish stocks within safe biological limits

Increase the proportion of terrestrial and marine areas protected

Decrease the proportion of species threatened with extinction

(2 Marks)

Safe Drinking Water/Basic Sanitation

Answers should include:

Decrease the proportion of total water resources used

Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation

Increase the proportion of the population with sustainable access to an improved water source, urban and rural

Increase the proportion of the urban population with access to improved sanitation

(2 Marks)

Slum Improvement

Answers should include:

By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers

Reduce the proportion of the urban population living in slums

(2 Marks)

(6 Marks Overall)

Question 2: 16 marks in total.

Performance Criteria 3.3-3.4

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

Question 3

Candidates are required to give two different types of co-operative enterprises which are helping to achieve Millennium Development Goal 1 in a developing country.

Answers should include:

Agricultural Co-operatives

Credit Unions

(2 Marks)

Question 4

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

*Candidates are required to give an example of each of the above two types of co-operative which exists in a **developing** country.*

Answers may include:

Kuapa Kokoo Co-operative in Ghana

(2 Marks)

Nyeri District Credit Union, Kenya, Africa

(2 Marks)

Performance Criteria 3.5

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

Question 5

*Using their previous example, candidates are required to describe the ways in which their chosen agricultural co-operatives is helping to achieve the objectives of 'Millennium Development Goal 1' in a **developing** country by explaining it's benefits to members in terms of poverty hunger and employment.*

Two marks are allocated for each area, giving a total of 6 marks overall.

Poverty

Answers may include:

Today Kuapa has 45,000 farmer members in 1100 villages, and provides 10% of Ghana's cocoa supply. Between 1993 and 2004 Kuapa received just over \$2m in extra Fairtrade premiums. Some of this money was paid to the farmers and some went on projects such as the construction of four new schools.

Several schools have been built by the co-operative. Education will ensure that the next generation of people in the community can find employment and work themselves out of poverty.

Kuapa Kokoo Farmers Trust

Responsible for distributing money, generated from the fair trade premium, between the farmers and community projects.

Kuapa Kokoo Credit Union

Provides credit and banking services for the farmers.

(2 Marks)

Hunger

Answers may include:

Kuapa Kokoo sells about 1000 tonnes of their yearly output to the European Fairtrade market. This means that the producers receive a guaranteed price for their goods and the security of long-term trading contracts. In the case of cocoa, recent prices on the world market price have fallen as low as \$1000. In comparison, on the fair trade market they receive \$2000 per tonne (increased from \$1600 in 2011), plus an extra \$200 social premium (increased from \$150). Even if the world market price reached \$2000, the Fairtrade price would still include the extra \$200 on top of the world market price. This means that farmers are safeguarded from hunger and can feed their families throughout the year.

(2 Marks)

Employment

Answers may include:

Workers are guaranteed employment throughout the year, due to the stability of product prices. Demand is high for their produce, so employment is stable.

Women are encouraged to work and be less dependent on men. For example, they have set up a project making soap from the potash produced from burnt cocoa husks.

(2 Marks)

(6 Marks Overall)

*Using their previous example of a credit union, candidates are required to describe the ways in which their chosen credit union is helping to achieve the objectives of 'Millennium Development Goal 1' in a **developing** country by helping people out of poverty.*

Answers may include:

Affordable loans are now available for members.

Loans enable locals in the area to develop their very small businesses to encourage employment and reduce the number of people living in poverty and experiencing hunger.

Loans enable people to invest in their business ventures.

Interest is paid on savings which reduces poverty and hunger.

Promotes stability and co-operation in the local area.

(4 Marks)

Question 5:10 marks in total.

TOTAL MARKS 35

In order to achieve a Level 5 pass in Performance Criteria 3.2-3.5, learners must achieve a minimum of

10/19 marks in Questions 1 and 2
1/2 marks in Question 3
7/14 marks in Questions 4 and 5

[END OF MARKING INSTRUCTIONS]